DOCUMENT RESUME

ED 452 712 FL 026 685

| | |
|---|---|
| TITLE | Partnership for Change: The NALSAS Strategy. Interim Progress Report of the First Quadrennium of the NALSAS Strategy, 1995-1998. |
| INSTITUTION | Ministerial Council on Education, Employment, Training and Youth Affairs, Carlton South (Australia). |
| ISBN | ISBN-0-9577-3090-X |
| PUB DATE | 1998-00-00 |
| NOTE | 69p. |
| PUB TYPE | Reports - Evaluative (142) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | Chinese; *Educational Policy; Foreign Countries; Indonesian; Japanese; Korean; *Language Planning; Multicultural Education; *National Programs; Official Languages; Professional Development; Second Language Instruction; Second Language Learning; Teacher Education; Uncommonly Taught Languages |
| IDENTIFIERS | *Australia |

ABSTRACT

The basic task of the National Asian Languages and Studies in Australian Schools (NALSAS) strategy has been to resource and promote the teaching and learning of Asian languages and studies of Asia in Australian schools. NALSAS focuses on four Asian languages: Chinese (Mandarin), Indonesian, Japanese, and Korean. The studies of Asia are broader, not just focused on the four areas where the selected languages are national languages. It is argued that NALSAS is important for Australia and its future, because Australia must engage more effectively with the region it finds itself. This report highlights the significant activities and achievements that have occurred during the first 4 years of NALSAS and it outlines outcomes to date in terms of increased student participation nationally, increased numbers of schools offering the four priority NALSAS languages, increased numbers of teachers trained or retrained in the four priority NALSAS languages and undergoing significant professional development for the learning and teaching of the languages and studies of Asia. The report also documents the concerted national effort in the key areas of teacher training and development, program delivery, curriculum resources, and international and cooperative partnerships. Four appendices are included. (KFT)

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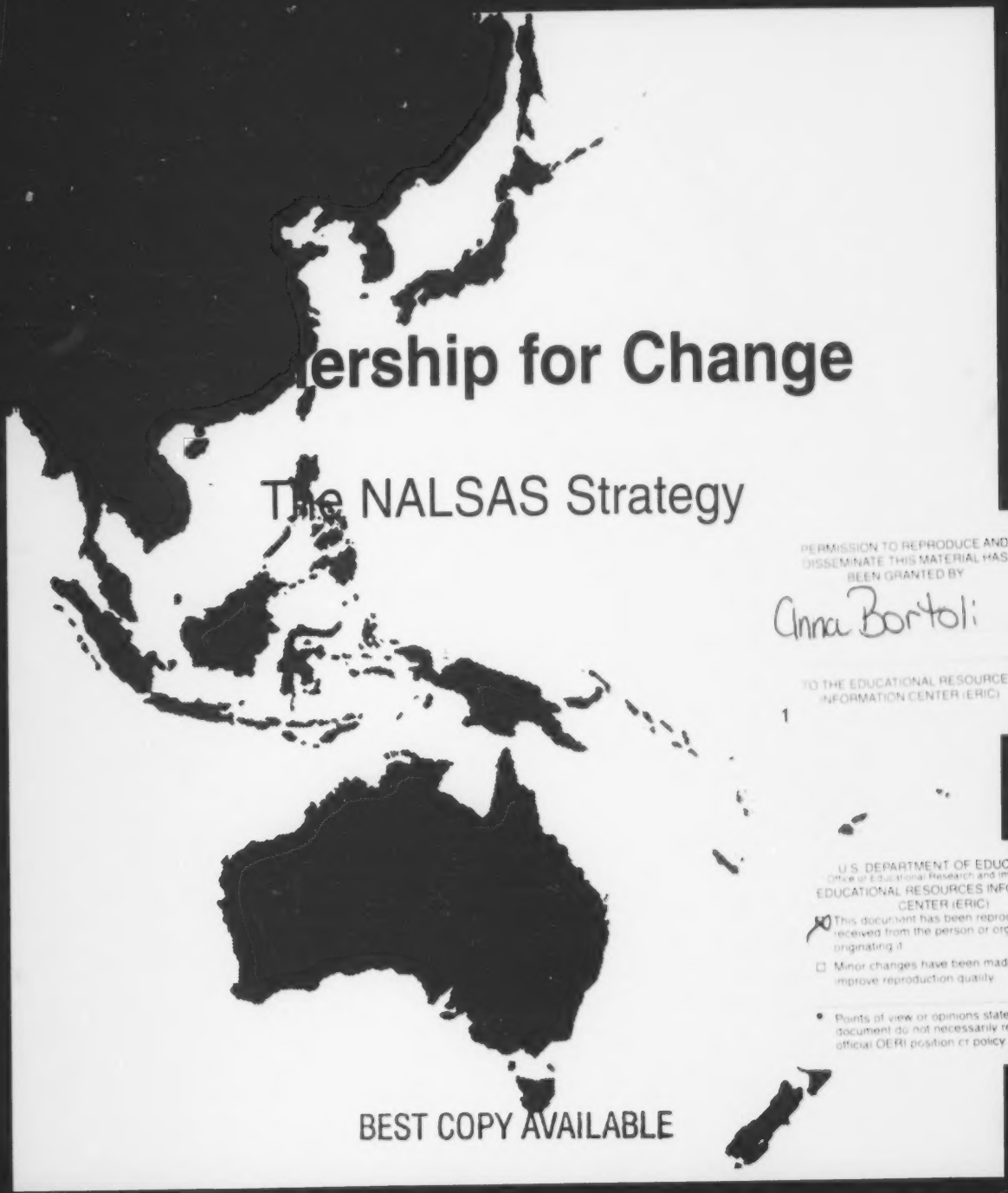

# ership for Change

## The NALSAS Strategy

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1995-1998

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*NATIONAL ASIAN LANGUAGES AND STUDIES IN AUSTRALIAN SCHOOLS (NALSAS) TASKFORCE*

# Partnership for Change

## The NALSAS Strategy

Interim progress report of the first quadrennium of the NALSAS strategy
1995–1998

Compiled by the NALSAS Secretariat, November 1998.

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ISBN 0 9577 3090 X

For further information please contact:
The Secretary
MCEETYA Secretariat
15-31 Pelham Street
CARLTON VIC 3053

Telephone (03) 9639 0588
Facsimile (03) 9639 1790

Partnerships for change: The NALSAS Strategy — interim progress report of the first quadrennium of the NALSAS strategy 1995-1998.

# Foreword

The basic task of the National Asian Languages and Studies in Australian Schools (NALSAS) strategy has been to resource and promote the teaching and learning of Asian languages and studies of Asia in Australian schools.
I believe very strongly that this is of the highest national importance for two interrelated reasons. The first is because Australia's geographic and strategic position in the world makes it obligatory that our people develop some knowledge and understanding of Asia and its languages in order to be able to engage with it and communicate with its people. The second is related to the imperative for national cohesion in an Australia which is proudly multicultural and multilingual. The teaching of the languages and the cultures of Australians from Asian backgrounds is vital in equipping young Australians with the skills and attitudes necessary to fully participate in the life of an harmonious, tolerant and outward looking multicultural Australia.

The work and co-operation of all partners (the Commonwealth Government, state government and non-government educational authorities) in the NALSAS strategy in enhancing the Asia literacy[1] of Australians was conceived as a long-term arrangement. It has to remain so, because attitudinal change of the kind we are concerned with here occurs over time. We are talking not only of the next few years, but of the coming decades and the new century. After all, if there is one thing clear about Australia, it is that it will always be in the Asia–Pacific region, and that has implications for our policy and attitude towards Asian countries. So the changes we are seeking through the NALSAS strategy must be sustainable. It is no use undertaking important tasks if the effects will dwindle as soon as the impetus withers.

Although I believe the strategy has produced an effect, it is not so great an influence that we can afford to slacken our efforts for we are still in the early stages of this process of long-term social and economic change.

With the establishment of the NALSAS strategy in 1994 and the formation of the NALSAS Taskforce, we were asked to focus our main attention on four Asian languages: Chinese (Mandarin), Indonesian, Japanese and Korean. The studies of Asia focus has been significantly broader than this and includes Asian countries outside the four where those languages are national. However, the Taskforce and all partners have allocated preponderant effort to the languages and studies of China, Indonesia, Japan and Korea.

At the inception of the initiative the impetus for the choice of the four languages was primarily economic. With the passage of time this has begun to change, with greater emphasis allocated to cultural and educational reasons. The downturn in the economies of most of the countries of Eastern Asia from mid-1997 does not diminish the need for Australia to engage with them. A civilised country tries to understand its neighbours, even while not necessarily agreeing with all their attitudes. Moreover, the economic downturn is likely to be no more than highly temporary given the long-term view for which NALSAS strives.

I believe that the partners in this initiative have carried out their mandate extremely well. This report documents the distance Australia has come in a comparatively short time and with a comparatively small budgetary outlay in its attempt to provide the educational prerequisites for engagement with Asia. That achievement is reflected in:

- the impact that the NALSAS strategy has had on the policy of several of the jurisdictions;
- the impact that the NALSAS strategy has had on the implementation of policy in virtually all jurisdictions;
- the increase in student participation in Asian languages (*the number at government primary and secondary level who learned the four NALSAS languages in 1994 was 323 769, but had risen to 517 730 in 1997, an increase of more than 50% in just three years*);
- the increase in the number of schools offering the target Asian languages (*from 2573*[2] *government schools in 1994 to 3693 in 1997*);

[1] Definition of Asia literacy from the Asian Education Foundation. *Studies of Asia: A statement for Australian Schools*, Curriculum Corporation, 1995, p. 8.

[2] Data for Tasmania and secondary school figures for Queensland were unavailable.

- the increase in the number of schools participating in the Access Asia program (*more than 1000 in 1998*); and
- an increase of more than 50% in student participation rates in the three Catholic commissions where data has been collected since 1994.

Looking around the world, it is evident that no other country among those with which Australia normally compares itself has made an even remotely comparable effort to equip itself to learn about the countries of eastern Asia and thereby engage and communicate with those Asian peoples. This is manifested in the following examples:

- Japanese is now the most widely taught language other than English in Australian schools (Australia has far more young people learning Japanese, per head of population, than any other country in the world except Japan itself).
- Australia is a front-runner in the learning of Chinese in school.
- Indonesian has advanced very rapidly indeed in the few years leading up to 1998 and the signs are that the rise will continue. (In no country, other than Indonesia, is Indonesian taught so widely in school as in Australia).
- There has been significant effort to enable teachers across a number of key learning areas of the curriculum to access professional development in studies of Asia.

An outstanding feature of the implementation of the NALSAS strategy is that it has been a productive partnership for change between all Australian educational authorities. As the NALSAS Taskforce Chair, I have observed a great deal of co-operation among the members of the Taskforce and among the various jurisdictions with which I have been working. Workgroups have been set up to fulfil particular collaborative functions for which a proportion of national funding has been set aside. Each of the workgroups has been led by a member from one part of the country; the chairs shared out among the various jurisdictions. This has given the partners a sense of ownership of the strategy, creating not only a sense of collective endeavour but also increasing productivity.

This endeavour – a partnership for change – deserves the support of all sectors of the Australian community.

There are three main points in this foreword that infuse the whole of this report:

- NALSAS is important for Australia and its future, because in this region we must engage with Asia.
- The NALSAS structure is a co-operative arrangement between the various jurisdictions, in other words a partnership.
- The aim of the partnership is to bring about change in Australia, in the direction of knowledge of Asian languages and studies, facilitating the way towards better engagement with Asia.

The report highlights the significant activities and achievements that have occurred during the first four years of the NALSAS strategy. It outlines the outcomes to date, especially in terms of:

- increased student participation nationally;
- increased numbers of schools offering the four priority NALSAS languages and studies of Asia; and
- increased numbers of teachers trained or retrained in the four priority NALSAS languages, and undergoing significant professional development in Asian languages and studies of Asia.

The report also notes the main activities the partners are engaging in as a result of NALSAS funding and the collaborative achievements of the strategy. Despite working in diverse contexts, it is clear that there has been a concerted national effort by all partners in the five key areas of:

- teacher training;
- teacher professional development;
- program delivery;
- curriculum resources; and
- international and co-operative partnerships.

The report concludes by viewing the progress made towards the stated targets for the year 2006.

Although the achievements are already substantial, this is but the first step in a process of significant national cultural and educational change that relies heavily for its success on the partnership for change that has been the hallmark of the first four years of the implementation of this program.

**Professor Colin Mackerras**
**NALSAS Taskforce Chair**

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# Part 1: Historical Context

The December 1992 meeting of the Council of Australian Governments (COAG) discussed the importance of Asian languages and the understanding of Asian cultures in relation to Australia's economic interests in the Asia–Pacific region. There was agreement that COAG should 'make concerted efforts to strengthen the development of an export culture in Australia'[1] and that it was important to develop an Asia-literate population that would enhance Australia's economic interests in this region. In particular, COAG[2]:

- noted the importance of the development of a comprehensive understanding of Asian languages and cultures through the Australian education system if Australia is to maximise its economic interests in the Asia–Pacific region;
- agreed that Asian language development is a matter of national importance, requiring urgent and high-level attention at a national level; and
- agreed to establish a high-level working group to prepare a report for COAG by the end of 1993:
  - outlining current efforts of the Commonwealth and states in Asian language and culture education; and
  - developing a strategic framework for the implementation of a comprehensive Asian languages and cultures program in Australian schools (and, where relevant, TAFEs) by the end of the decade.

The report, *Asian Languages and Australia's Economic Future*[3], was presented to COAG in February 1994. It detailed a comprehensive long-term strategy to give effect to COAG's decision of December 1992.

Following a referral from COAG in response to the recommendations contained in the report:

- the Commonwealth allocated funding for its share of what was to be called the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy for the 1995–98 quadrennium;
- the remaining partners entered into bilateral arrangements with the Commonwealth, agreeing both to work towards national participation targets in Asian languages and studies and to significant local effort in support of that activity; and
- the National Asian Languages and Studies in Australian Schools (NALSAS) Taskforce was established in late 1994 by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) as a co-operative initiative between the Commonwealth Government, State and Territory Governments and non-government education authorities.

## The NALSAS Strategy

The Department of Foreign Affairs and Trade used regional forecasts to identify Chinese (Mandarin), Japanese, Indonesian and Korean as the four Asian languages of most benefit to Australia's economic future. Through to the year 2006, the study of these languages will be given priority in Australian schools and studies of Asia will be incorporated as a 'perspective' across the school curriculum.

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[1] COAG *Asian Languages and Australia's Economic Future*, Brisbane: Queensland Government Printer, 1994, p. i.

[2] COAG, p. i.

[3] COAG, p. i.

The goals of the strategy with respect to Asian languages and studies of Asia in schools are:

- that 15% of Year 12 students will be studying a priority Asian language by 2006;
- that 60% of Year 10 students will be studying a priority Asian language by 2006; and
- that studies of Asia courses within the key learning area of the Study of Society and Environment will be provided to all students[4] (*this focus has since been expanded into the other key learning areas of English and the Arts*).

To assure the achievement of these goals, *Asian Languages and Australia's Economic Future* stated[5] that:

- language teacher supply and competence are critical to the overall effectiveness of the programs;
- the development and provision of quality curricula and related teaching resources for programs in Asian languages and studies of Asia are considered critical to the successful implementation of any program; and
- because of Australia's geographic diversity and associated problems of accessibility to programs, particular importance must be attached to the development of distance learning programs in Asian languages and studies of Asia for teachers and students, by means of:
  - traditional distance delivery models;
  - telematics;
  - interactive television; and
  - computer software and computer-based teaching techniques.

After research and discussion on the issue of the best starting age for introducing a second language, it was agreed that 'starting students in the early primary school achieves the best results'.[6]

Although there are some differences in starting age between educational jurisdictions, in general, the fourth year of formal schooling has been adopted as an appropriate starting point for introducing the study of a second language.

Nearly all jurisdictions have adopted a 'bottom-up' approach for the implementation of the strategy (this has applied more to the study of languages than to studies of Asia) with the bulk of effort currently focused on the years of primary schooling. In line with an initial agreement between the partners on the use of Commonwealth funding, there has been a major focus in the first four years of the initiative on infrastructure development, such as developing teacher training programs. As a consequence, the strategy's participation targets are set for the year 2006 after which the 'accumulation' effect of starting in early primary school transfers to numbers of Year 12 students in later years of the strategy.

## Funding

Commonwealth funding was provided for the first four years of the strategy with further funding subject to an evaluation. Total Commonwealth funding over this period has been in the order of $74 million, which has been matched, if not surpassed, by direct contributions provided by the education authorities in the States and Territories. Five per cent of Commonwealth funds are reserved for collaborative projects[7] and support for the NALSAS secretariat with the balance of funding being provided directly to state and territory education authorities on a per capita basis.

In the 1998–99 Budget, the Commonwealth allocated further funding of $42.6 million for the NALSAS Strategy to the end of 1999.

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[4] COAG, contained in Recommendations 5B and 5D.

[5] COAG, pp. 127–130.

[6] COAG, p. xiii.

[7] These projects are chosen on the basis that they have a national focus and are deemed more cost-effective when carried out collaboratively than separately, thus avoiding unnecessary duplication of effort.

## NALSAS Taskforce

The Taskforce has an independent Chair, Professor Colin Mackerras, School of Modern Asian Studies, Griffith University, with Mr Denis Ralph, Chief Executive Officer, Department of Education, Training and Employment (South Australia) as Deputy Chair.

Membership comprises senior representatives of state and territory government and non-government schools and systems, the Commonwealth Government, Australian Vice-Chancellors' Committee, the Vocational Education and Training sector and MCEETYA, with some jurisdictions also providing observers.

The Taskforce is supported by a Secretariat hosted by Queensland and funded by the Commonwealth.

The responsibility for implementation of the strategy has rested with the state and territory educational authorities in the partnership. The NALSAS Taskforce has been responsible for the co-ordination of the implementation of the strategy. Its terms of reference were to:

- develop a detailed implementation plan for NALSAS (to be endorsed by MCEETYA) based on the recommendations of the report entitled *Asian Languages and Australia's Economic Future;*
- facilitate the collaborative implementation of NALSAS;
- develop and facilitate the implementation of a publicity/awareness strategy of the importance of Asian languages/cultures education; and
- provide an annual report to MCEETYA and, for the first three years of the strategy, an annual report to COAG.

The facilitation of the collaborative implementation of NALSAS has been the focus of Taskforce activity. Following the endorsement by MCEETYA of a detailed implementation plan in December 1995, the Taskforce established specific workgroups[8] to provide advice to the Taskforce on how best to advance collaborative aspects of the NALSAS strategy. As a result, a number of audits and research surveys were commissioned to ascertain areas of need, particularly with regard to teacher training and curriculum materials in both languages and studies of Asia. The results of these initial audits informed decisions on collaborative effort and provided the Taskforce with a clear direction in deciding which paths to follow in recommending collaborative projects development.[9]

Fundamental to the success of the NALSAS Taskforce in carrying out its brief has been the development of an effective collaborative structure involving the workgroups. The decision to allocate a proportion of funds to national collaborative activity and projects has encouraged partnership activity among jurisdictions and the non-duplication of projects or initiatives addressing the national strategy. This is a cost-effective way of developing products with national significance and applicability, such as teacher training courses and curriculum materials.

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[8] Refer to Appendix 2 for a list of workgroups that report to the NALSAS Taskforce.

[9] Appendix 3 outlines in summary form:

- the original COAG Report recommendation from which NALSAS collaborative activity emanated;
- the specific workgroup responsible for the recommended activity;
- a brief project profile; and
- the stage of completion of the collaborative activity.

# Part 2: Strategy Outcomes 1995-1998

## Progress towards Achieving Targets

The end of 1998 marks the completion of the first four years of the NALSAS strategy and funding. It is, therefore, an opportunity for the partners to ascertain the extent to which progress has been made towards agreed targets and objectives, and to determine how the NALSAS strategy and significant Commonwealth and state and territory funding have contributed to this progress.

Given the diverse range of stakeholders (government and non-government, across all States and Territories), their varied circumstances and the long-term nature of the targets for the teaching of Asian languages and studies of Asia, it has been difficult to date to collect data in a standardised way that would result in comparative national data. While many jurisdictions have not historically collected data in these areas, this situation is changing, especially for languages other than English, and work has commenced that will assure reliable comparable data in the future.

For the first quadrennium of NALSAS funding, data is available from the *1996 National Report on Schooling in Australia* (ANR) and from the partners' accountability reports to the Commonwealth up to 1997.

### 1995–96 Findings

Some jurisdictions were unable to start the NALSAS initiative from the beginning of 1995 due to circumstances such as a lack of established Asian language programs and trained teachers, and the imperative for such infrastructure development. However, a significant impact resulting from the initiative was already evident in the 1996 ANR.

The ANR survey indicated that there were 12 Asian languages being taught in Australian schools in 1996, with the four priority Asian languages being highlighted and at least three of these languages being taught in all States and Territories.[1]

The adoption of Asian languages across both government and non-government sectors can be seen to be a reflection of 'the extent to which states have been able to react to policies emphasising Asian economic languages'.[2] This emphasis still applies, as the Department of Foreign Affairs and Trade has recently advised that the four priority NALSAS languages continue to be of the greatest long-term economic significance to Australia.[3]

Other 1996 ANR information[4] indicating the growth in interest and participation in the four priority Asian languages included:

- an increase in the popularity of Japanese of almost 50% from 1995 to 1996, making it the most popular language nationally;
- marginal improvement in the popularity of Chinese;
- a significant upward trend in overall student data for those studying one of the Asian economic languages;
- successful promotion of the NALSAS strategy within the Independent and Catholic sectors via a number of approaches;

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[1] *National Report on Schooling in Australia: 1996* – MCEETYA, p. 115.

[2] MCEETYA, p. 116.

[3] DEETYA, Advancing Australia's Languages: Overview Report: 1998, ANU, p. 10.

[4] MCEETYA, pp. 117–119.

- professional development for teachers was the major priority for 1996 in terms of studies of Asia across the curriculum, with programs aimed at increasing skills in curriculum development, plus knowledge and understanding of Asia and its relationship with Australia.

## 1997–98 Findings

Data for 1997–98 indicates further significant increases in student participation and a *continued high level of activity in infrastructure development in the priority areas of teacher* training, teacher professional development, program delivery, curriculum materials, and international and local partnerships.

### School Participation

It is evident that, subject to limitations of data collection, enrolments are increasing very significantly in the four priority Asian languages in most government systems.[5] There are now nearly 4000 government schools offering these languages nationally. This represents 53.4% of the national total of government schools.

Table 1: Total Government Schools offering NALSAS Priority Languages in 1994 and 1997

| | Japanese | | Chinese | | Indonesian | | Korean | |
|---|---|---|---|---|---|---|---|---|
| | 1994 | 1997 | 1994 | 1997 | 1994 | 1997 | 1994 | 1997 |
| QLD | 366 | 457 | 62 | 86 | 93 | 129 | N/A | 5 |
| NSW | 605 | 567 | 64 | 114 | 275 | 364 | 13 | 37 |
| ACT | 33 | 41 | 10 | 10 | 22 | 29 | 0 | 1 |
| VIC | 258 | 412 | 51 | 63 | 226 | 551 | 1 | 3 |
| TAS | N/A | 59 | N/A | 2 | N/A | 82 | N/A | 0 |
| SA | 81 | 117 | 49 | 45 | 91 | 109 | 0 | 0 |
| WA | 142 | 177 | 10 | 10 | 50 | 138 | 0 | 0 |
| NT | 16 | 17 | 2 | 2 | 53 | 66 | 0 | 0 |
| TOTAL | 1501 | 1847 | 248 | 332 | 810 | 1468 | 14 | 46 |

*Note: 1994 figures for Tasmania and for Queensland secondary schools are not available for inclusion in the above table.*

### Student Participation

Figures for 1997–98 indicate an increase of the order of 66% from 1994 figures, with more than 600 000[6] young Australians now learning an Asian language. This is approximately 20% of the current school-age population and almost 25% of the target population for the strategy (Years 3 to 10).

Current performance suggests that the target of 60% of students in Years 3 to 10 studying one of the four priority languages by 2006 is achievable nationally, given continuation of the NALSAS strategy.

As dramatic as the figures have been nationally, some disaggregation is even more startling, showing:

- increases of 115% in participation in Indonesian;
- increases of 120% in participation in Korean (although the actual numbers are relatively small).

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5 DEETYA, p. 10.

6 This represents government and Catholic school figures. Data is unavailable for independent schools nationally.



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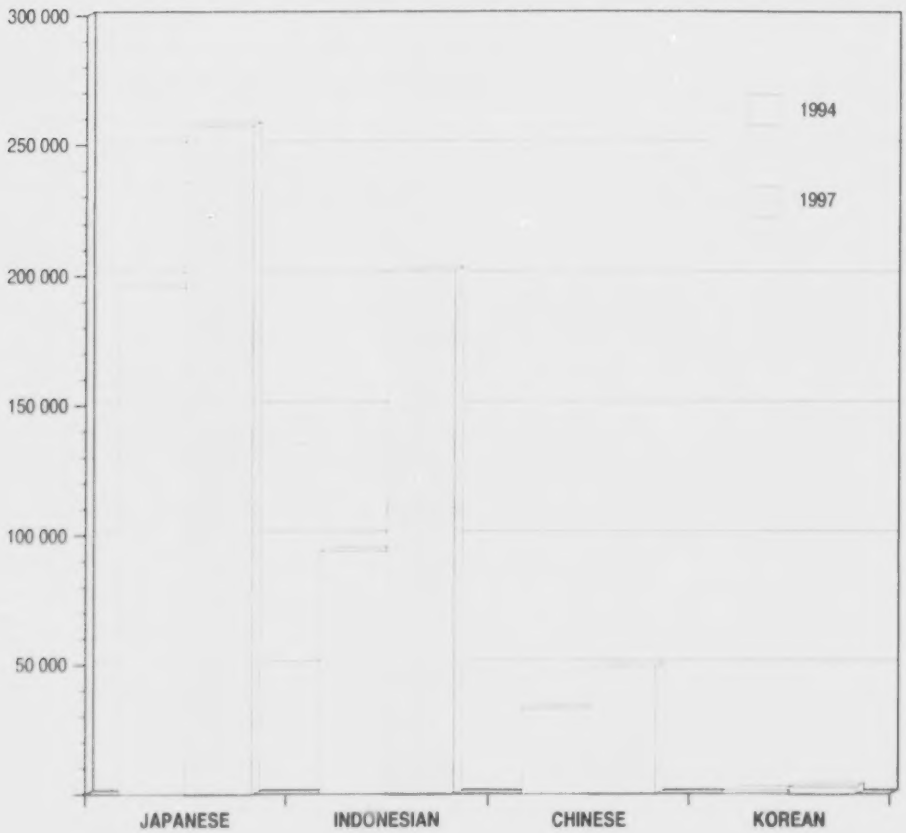
Figure 1: Total Student Enrolments: NALSAS Priority Languages

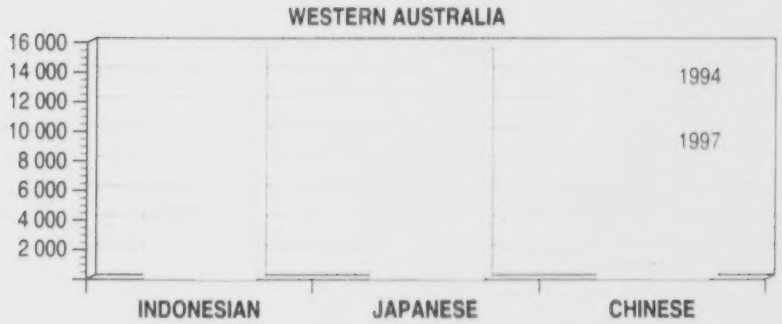



**Government Schools**

There have also been striking increases in some jurisdictions, with a number showing participation increases of more than 100% for the period. Partners' achievements in Western Australia and Victoria are typical of this (see figure 2). Despite small populations, some partners in the initiative have also shown significant increases in the number of students studying an Asian language:

- In the Australian Capital Territory in 1997 a total of 37.72% of students studied an Asian language.
- In Tasmania in 1998, of the 9060 primary students undertaking programs in languages other than English, 65% are studying Japanese or Indonesian.

Figure 2: Increases in Student Enrolments in Victoria and Western Australia




*Note: Korean is not offered in Western Australia at present.*

**Non-government Schools**

The aggregation of data nationally for Catholic schools presents difficulties as each commission establishes its own procedures for the management of data. The issue is further complicated in state commissions where a federation of systems operates (such as in New South Wales). Despite limitations in collecting nationally aggregated data, significant achievements in the Catholic sector can be reported with respect to specific targets on the basis of available data.

Although student participation data was only available for three commissions in 1994 (Victoria, Western Australia and South Australia), the numbers of students studying a priority Asian language in each of these states doubled between 1994 and 1997 (see Table 2).

Table 2: Student participation data for Victoria, Western Australia and South Australia

| State | 1994 | 1997 |
|---|---|---|
| Victoria | 15 708 | 33 810 |
| Western Australia | 2 749 | 6 612 |
| South Australia | 3 408 | 6 253 |

The national total in 1997 for all Catholic commissions was 110 269 students studying Japanese, Indonesian or Chinese language (Korean figures are not fully represented in this data).

In the South Australian Catholic Education Commission, the number of students studying Indonesian and Chinese has trebled since 1994 (Indonesian from 730 to 2106, Chinese from 440 to 1164). In the Western Australian Catholic Education Commission, the number of students studying Indonesian increased from 317 to 2299 over the same period.

The NALSAS strategy has also had a significant impact on independent schools with the majority of sectors reporting increased student numbers and increased numbers of schools offering the four priority Asian languages:

- In Western Australia the number of students studying Indonesian rose significantly from 1210 in 1994 to 5638 in 1998.
- In South Australia, the number of students studying Japanese has increased from 3463 in 1996 to 5215 in 1998.
- In Victoria there has been a significant increase in the number of students studying the NALSAS priority languages between 1994 and 1998, including an increase from 3713 to 7477 in students studying Indonesian.
- In Queensland between 1994 and 1998, the number of students studying Chinese has increased from 1701 to 3501; those studying Indonesian from 1584 to 2537; and those studying Japanese from approximately 10 000 to 17 140.

#### Teacher Training and Curriculum Development

Student participation outcomes described above are a result of significant effort by all the partners to increase the number of qualified teachers and the availability of quality curriculum resources and materials. Approximately 2500[7] teachers have been trained or retrained in the four priority languages over the period of the strategy.

## The Asian Languages – Asian Studies Nexus

It is manifest that progress in the implementation of the four priority languages under the NALSAS strategy has been quite remarkable, with strong growth in student participation and the number of schools offering an Asian language program. The training of teachers has also been the focus of substantial national effort and is starting to address many of the partners' original concerns about the lack of qualified teachers to implement such an ambitious program.

Tracking progress in the area identified as 'studies of Asia' is more difficult. The target here is an ambitious 100%, and being a cross-curriculum perspective rather than a discrete subject exacerbates the difficulties experienced in collecting consistent data from the diverse curriculum management systems of the various educational authorities.

Some jurisdictions have taken the view that the languages program is a priority and delivers many of the desired 'studies of Asia' outcomes for those students who participate. In some schools, the languages program both sets an 'Asian' focus for the school and provides the necessary infrastructure in terms of teaching expertise, teaching resources, the appropriate curriculum framework and enhanced opportunities for contact into the Asian region.

Some education authorities, such as the Catholic commissions, take a variety of approaches. In many schools, studies of Asia has been an important starting point in raising awareness and knowledge about Asia at a whole-school level, and this has led to the introduction of an Asian language into the school curriculum.

No jurisdiction, however, relies on the priority languages aspect of the strategy to carry the full studies of Asia program. This limits the impact in that:

- it currently targets only the countries where these four languages are spoken; and
- it is aimed at a maximum of 60% of the student population.

The COAG report also states that 'if the study of Asia is not to be marginalised, it must be incorporated as part of the mainstream of curriculum'.[8]

For these reasons the studies of Asia component of the NALSAS strategy is broader in that it targets Asia as a whole (including South and South East Asia) and is carried through a

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[7] COAG, forecasts that by Year 2006 there would be a targeted additional 3000 teachers trained and teaching Asian languages in schools.

[8] *COAG, p. 143.*

wider range of key learning areas so that all students will acquire the requisite knowledge and skills, whether or not they study an Asian language.

Studies of Asia, therefore, is being addressed from a number of different angles:

- through the Asian languages program (over 50% of Australian schools now offer an Asian languages program);
- through educational authorities using NALSAS funding to upgrade the skills of teachers in a range of key learning areas outside the languages other than English area to allow them to provide Asian content in the curriculum (such programs often involve a grant to schools);
- through additional funding from educational authorities (some of which may be NALSAS funding) to support designated Asia Education Foundation activities, such as the Access Asia program, which currently involves more than a thousand schools nationally;
- through quality Asia-focused curriculum materials funded from the Curriculum Corporation by both the NALSAS Taskforce and the Asia Education Foundation;
- through supporting the work of the National Asia Education Network, co-ordinated by the Asia Education Foundation (a state adviser who plays a significant local co-ordination, training and advocacy role is often funded by individual state and territory authorities using NALSAS funds); and
- through supporting the work of the Asia Education Foundation, chaired by Professor Kwong Lee Dow (this is a joint venture between the Asialink Centre of the University of Melbourne and the Curriculum Corporation), as a focus for many non-language studies of Asia initiatives and as a strong advocate for the Asian agenda in Australian schools.

## National Collaborative Partnerships and Local Areas of Activity

As noted in Part 1 of this report, COAG's *Asian Languages and Australia's Economic Future* made a number of recommendations concerning the prerequisites for the successful achievement of agreed national targets under the strategy. These recommendations focused on the following critical issues:

- language teacher supply and competence;
- the development and provision of quality curricula and related teaching resources for programs in Asian languages and studies of Asia; and
- teacher and student accessibility to Asian languages and studies of Asia programs via the development of distance learning.

In keeping with this, the major activities being pursued by all partners in the areas of languages and studies of Asia[9] have focused on:

- teacher training;
- teacher professional development;
- program delivery;
- curriculum resources; and
- international and co-operative partnerships.

These activities have been both:

- collaborative (aimed at the creation of a sustainable national infrastructure); and
- local (aimed at the establishment of local infrastructure to support direct program delivery in schools).

It is not possible to encompass within the parameters of a report of this nature all activity undertaken by partners in the particular areas of focus. The activities listed in the following sections are common to all partners, and the examples provided are intended to be representative of the achievement nationally of all partners, irrespective of size. Other more specific examples appear in Part 3 of this report, which gives an account of some of the achievements of the various NALSAS partners.

[9] This information was contained in accountability reports from government and non-government sectors provided to the Commonwealth for the years 1997–98 and in Taskforce reports to MCEETYA.


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## Teacher Training and Professional Development

*Asian Languages and Australia's Economic Future* identified language teacher supply and competence as critical to the overall effectiveness of the program. Recommendation 51[10] outlines the range of activity required to assure the supply and competence of teachers of Asian languages and studies of Asia, including the development of national teacher supply and training strategies. Because these areas are the responsibility of local authorities, they have become the focus of local activity, with collaborative activity focusing on the development of teacher training programs and teacher standards.

### Collaborative Activity

The Taskforce has overseen collaborative development of the following:

- Distance-mode courses in Indonesian and Japanese. (*These include Access Modules in Japanese and Indonesian and Graduate Certificates and Graduate Diplomas in Japanese and Indonesian*).
- A Graduate Certificate course for Korean, focusing on language development and appropriate teaching methodology delivered through CD-ROM with support from print materials.
- An Internet-based distance-mode course in Modern Standard Chinese.
- A project investigating the issue of national proficiency standards for teachers of Asian languages. (*Stage 1 involves conducting research into what is being done in Australian systems and overseas in assessing language teacher proficiency, with particular emphasis on Asian languages. This research will form the basis of the more extensive Stage 2 in the development of national teacher proficiency standards. It is proposed that this national standard be developed for one of the NALSAS target languages initially; which will provide a template for the development of standards in the other languages.)*
- Teacher Professional Development Modules at a Graduate Certificate level in studies of Asia. This course will also be available through distance mode.
- Professional development packages to support NALSAS-developed curriculum titles for studies of Asia programs.
- New electronic communication facilities to support those teaching studies of Asia.

The projects were commissioned after exhaustive consultation and research to identify gaps in the national infrastructure for the training of teachers of Asian languages and studies of Asia. All courses are able to be delivered in the distance mode and are available to tertiary institutions nationally for implementation in response to local demands.

### Local Elements of Partnership Activity

Local activity in teacher training and professional development has concentrated on the areas outlined below.

**Teacher training and retraining programs at tertiary level to upgrade skills in the four priority languages**

- In 1997 in New South Wales, more than 200 teachers were supported in undertaking tertiary level training in the priority Asian languages.
- In Western Australia a significant proportion of Commonwealth NALSAS funds has been allocated to the training of teachers of Chinese, Indonesian and Japanese. In 1997, 100 teachers participated in Indonesian language courses and 27 teachers participated in Japanese language courses.
- In Tasmania, over the past three years, a total of 131 teachers (101 Indonesian and 30 Japanese) have been trained or are completing training.
- In Victoria, the number of teachers of the targeted Asian languages has increased from 36 in 1993–94, before the availability of NALSAS funding, to 365 in 1997-98.

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[10] COAG, p. 129.

**Professional development via in-country fellowships**

These allow teachers of Asian languages and teachers of studies of Asia to increase their levels of language proficiency and cultural understanding. On their return, these teachers are able to run workshops for others and develop curriculum materials.

- In Western Australia, in-country experience is considered an important part of the training of languages other than English teachers. In 1997, 15 teachers of Indonesian, and 10 teachers of Japanese participated in in-country programs as part of their retraining as teachers of languages other than English; and 2 teachers visited China and 3 visited Indonesia as part of the professional development program.
- In Victoria, 42 teachers participated in studies of Asia in-country programs in 1998.
- The National Catholic Education Commission reports that most commissions have also supported teachers to undertake formal study of languages other than English in-country. For example, in 1997 CEC-WA supported 22 teachers, and CEC-SA supported 14 teachers.
- In January 1999, three New South Wales geography teachers will be funded by the NSW Department of Education and Training, the Catholic Education Commission of NSW, and the NSW Association of Independent Schools to undertake a special-purpose study tour in India. On their return, the NSW Access Asia program will support the three teachers in developing curriculum support materials and teacher professional development modules tailored to meet the needs of geography syllabuses in New South Wales secondary schools.[11]

**Conferences on Asian languages and studies of Asia**

- A significant number of conferences and seminars have been conducted by Associations of Independent Schools, including the 1998 'Focus on Asia' conference in New South Wales.
- In Victoria, in 1997, 1499 teachers participated in conferences related to studies of Asia, and professional development activities and programs were attended by 2842 teachers of the four priority Asian languages.
- In 1998 a successful partnership between Education Queensland, the Brisbane Catholic Education Office and the Association of Independent Schools in Queensland resulted in a conference to highlight the work of teachers in the Access Asia schools program and to workshop best practice in studies of Asia for Queensland schools.[12]

**Appointment of additional teachers to support the introduction or consolidation of the targeted languages**

In Queensland, the permanent appointment of an additional 250 teachers of the four priority languages assisted in the achievement by 1997 of 60% of those in Years 6 and 7 and 20% of those in Year 5 studying one of these languages.

**Languages other than English methodology training courses**

- In 1997, a total of 45 teachers of Indonesian, Japanese and Chinese were supported to undertake methodology training courses in Victoria and 36 in Western Australia. More than 40 teachers completed Asian language methodology courses in New South Wales.
- The Victorian Department of Education has developed a professional development program entitled *LOTE in Practice* which will be used by several Victorian universities as the core content of the LOTE Method offered through the Department's LOTE Training and Retraining Program.
- A total of 73 teachers of Asian languages have participated in methodology training courses since these were introduced in Western Australia.
- Tasmania has developed a fully accredited Graduate Certificate (LOTE Teaching), which is being delivered face-to-face and via teleconferencing.

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[11] *AEF News*, Vol. 7, No. 1, 1998, p. 17.

[12] *AEF News*, p. 18.

**The establishment of support networks for new teachers**
In South Australia, provision is made for the establishment of support networks for new teachers of Chinese, Indonesian and Japanese as part of the State's teacher professional development strategy.

**Teacher training courses via distance mode**
In New South Wales over the initial four years of the NALSAS strategy, approximately 90 teachers used CD-ROM to complete a teacher training program in Japanese .

**Provision of professional development via satellite and teleconferencing**
In Tasmania, teacher professional development learning centres have been established at strategic locations around the State so that teachers in remote or isolated areas have equal access to professional development via video conferencing.

**Design and implementation of extensive professional development programs**
CEC-Victoria has designed a number of innovative programs, including Religions and Philosophies of Asia; Spotlight on Asia – Performing and Visual Arts; and Culture Maps and Global Links.

## Program Delivery

*Asian Languages and Australia's Economic Future* devotes a considerable part of Chapter 5 to issues associated with program delivery in terms of starting age, duration of courses, qualitative and quantitative targets, and the vexed issue of improving the demand for second-language programs at school level. There is also some discussion on the mechanisms for program delivery, with particular attention being paid to the need for adequate provision of distance education.

### Collaborative Activity

Program delivery is a state and territory responsibility, so collaborative activity in this focus area has centred on the development of standards for both Asian languages and studies of Asia. These standards are critical both for reporting and for national planning and curriculum development. They are aimed at defining and reaching agreement on the qualitative targets outlined in Recommendation 5D[13] of the report.
To this end, through the NALSAS Taskforce, the partners have developed a set of generic student proficiency outcomes and language-specific descriptors for Japanese for exit proficiency at Year 12 and have commissioned work on:

- the development of a set of descriptors for Chinese, Indonesian and Korean using the generic model;
- investigating pathways available to students to achieve higher levels of language proficiency; and
- the development of pointers for curriculum planning in studies of Asia (*Studies of Asia Curriculum Planning Support Document*).

### Local Elements of Partnership Activity

To encourage more schools to offer the four priority Asian languages and studies of Asia, NALSAS funds have been used in a variety of ways, some of which are outlined below.

**Financial and consultancy support for schools planning sequenced and continuous learning in languages from primary to secondary level**

- In Tasmania, school districts have been asked to identify clusters of primary schools able to guarantee a pathway in languages other than English through to their local high school and senior secondary college. This involved 40 schools in 1997.
- In the Australian Capital Territory, schools are invited to apply for grants to further enhance languages other than English pathways and student retention rates between sectors of schooling.

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[13] COAG, p. 111.

**Financial and strategic support to schools incorporating studies of Asia across the curriculum**

- In June 1998, *Asian Studies: Case Studies in Queensland Schools* was released. This publication was the outcome of a project funded by Education Queensland to support school projects on Asia, and is beneficial to all schools seeking strategies on integrating Asia into their school curriculum.[14]
- In South Australia in 1997, grants were provided to six Access Asia Focus schools and five Access Asia Network schools to facilitate curriculum development, teacher professional development, and program leadership in studies of Asia.

**Grants to assist in purchasing additional teaching and curriculum materials or to conduct innovative projects**

- In Victoria, government primary and secondary schools are invited to apply for funding to purchase additional curriculum and teaching materials (Resource Grants), or to conduct innovative projects (Project Grants) to enhance the quality of their Asian language programs and studies of Asia across the curriculum, or to become Access Asia schools. LOTE resource grants have been provided for the purchase of teacher references, student texts, audiovisual resources and computer software to 27 schools teaching Chinese, 188 teaching Indonesian, 83 teaching Japanese and 2 teaching Korean, with a total value of $177 400. Innovative projects in schools teaching these languages have been supported with funding totaling $404 430. Projects have included in-country trips and exchanges, primary secondary transition, curriculum development and cultural activities. In addition, 143 schools received studies of Asia Resource Grants totaling $59 527 for the purchase of new resource materials. Studies of Asia Project Grants totaling $163 494, intended to encourage and support teacher professional development and the development of innovative curriculum, were provided to 89 schools. Grants were also provided to enable 50 additional schools to join the AEF Access Asia Program.
- In 1997, 118 Catholic schools in Victoria received project grants for the development of Asia-inclusive curriculum programs and materials or to establish direct links with Asia using information technology or by establishing sister-school relationships, in-country tours or cultural festivals.
- In Western Australia in 1997, 327 schools teaching Asian languages received grants for this purpose totalling $168 000.

**Funding to schools to assist them to become Access Asia schools**

- From 1995 to 1998, the number of schools in the Access Asia Program in New South Wales increased from 60 to 168, an increase of 280%.
- The number of government schools in the Access Asia Program in Victoria increased from 52 in 1995 to 187 in 1998.
- This aspect has also been strong in the independent sector. For example, in Victoria in 1998, some 30 independent schools have been supported in their participation in the Access Asia program.

**Grants to increase class contact time and increase access to languages other than English activities**

- In Tasmania, schools receive funds and video-conferencing packages to assist with telecommunications costs.

**Use of new communication technologies to access languages other than English programs and resources and to establish and maintain sister-school relationships in Asian countries**

School systems are making increasing use of new technologies, but much of this work is done by individual teachers. With the greater use of electronic networks, especially the Internet,

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[14] *AEF News*, p. 18.

EdNA and the World Wide Web, there is increasing potential to provide materials and open-access teaching to a wider group of learners.[15]

- In South Australia, the development of 'Homepages' on the World Wide Web provides information about the teaching of Indonesian, Chinese and Japanese in government schools, as well as up-to-date and relevant curriculum resources and opportunities for teachers for professional development and renewal.
- Similarly, Tasmania has developed a Departmental Website for languages other than English. This provides a wealth of information for language teachers wishing to increase or update their professional skills.
- Victoria has funded language-specific subject associations to develop Webpages based on the successful *Indolinx* Webpage, and to provide professional development to their members on the most effective use of these Webpages for teaching and learning these languages.

**After-hours language classes provide students with additional access to language learning**
In the Northern Territory in 1996, after-hours classes were established through the School of Languages to provide students with additional access to language learning. Funding was provided for the employment of eleven part-time instructors to teach these classes.

**Provision of Asian language courses, at both primary and secondary level, via satellite, audiographic (computer and phone links), telelearning and CD-ROM modes for students in remote areas**

- In New South Wales in 1998, the Open High School, a distance education provider of languages, has undertaken the delivery of Korean via audiographics in cases where elective classes in Korean have not been able to be formed, but where some students wish to continue their study of Korean. The Open High School is currently providing Korean language programs for 25 students in Years 9 and 10 at five secondary schools.
- In Western Australia, small, isolated rural and remote primary schools have access to programs in Indonesian and Japanese via a mixture of audiographic (computer and telephone links) and satellite delivery. In 1997, 2500 students in thirty primary schools learnt Indonesian, and 1850 students in twenty-two schools learnt Japanese. Japanese is also delivered to eighteen rural secondary schools from the Australind Senior High School LOTE Telematics Centre.
- In Victoria, Indonesian is developed and delivered through satellite television at two levels for primary students in Years 3-6. Victoria also provides multimedia packages containing videotapes, audiotapes, CD-ROMs and print materials for Japanese and Indonesian at Year 7 level, and for Chinese, Indonesian, Japanese and Vietnamese at the senior secondary level.

## Curriculum Resources

The provision of quality curriculum resources was identified in *Asian Languages and Australia's Economic Future* as critical to the successful achievement of NALSAS strategy targets. Based on an understanding that both language and culture are as dynamic as the varying needs and interests of young people in Australian schools, curriculum materials must truly reflect contemporary conditions in the countries being studied.

In this area there is significant scope for national collaboration and for the sharing of locally developed resources.

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[15] *Advancing Australia's Languages: Overview Report, Evaluation of the Commonwealth School Languages Programme, March 1998*, ANU, p. 19.

**Collaborative Activity**

The following resources have been developed collaboratively:

- *Snapshots of Asia* – a set of six, full-colour big books designed to capture the interest and imagination of primary students, introducing them to the distinctive physical and cultural aspects of life in a variety of Asian cultures.
- *Impressions, Reflections, Dimensions: Texts from Asia for the Secondary English Classroom* – three anthologies of texts that target English students at all levels of secondary school. Students are exposed to a variety of traditional and contemporary views via a number of genre. Accompanying learning activities address the development of reading, writing, listening, speaking and viewing skills.
- *Voices and Values: Citizenship in Asia* – a text designed for the lower secondary classroom to inform students about aspects of citizenship important to the diverse societies in the Asian region. Students are encouraged to explore various notions of citizenship, and a selection of learning activities provides excellent curriculum support for teachers.
- Chinese and Indonesian materials on CD-ROM (*Tài Háo Le!* and *Hebat!*) – programs designed to extend the content of *Suara Siswa* and *Zhongguotong*, these materials include colourful graphics, a dictionary and the voices of native speakers.

**Local Elements of Partnership Activity**

Partners have devoted funds to the local projects outlined below.

**The development and provision of extensive curriculum resources, including technology-based products for primary and secondary levels in the priority Asian languages and studies of Asia**

- In Queensland, CD-ROM materials have been developed to support teaching in Chinese, Japanese and Indonesian. They have multiple applications and can be used to support distance learning, as an individualised learning resource and as a support for teacher-focused class activity.
- The Association of Independent Schools of Victoria has produced a large number of resource and curriculum materials in the four NALSAS priority languages, including 'Banzai' – a Beginners' Japanese Course for Upper Primary / Lower Secondary Students, and 'Maju' – A Primary Indonesian Resource Kit.
- The New South Wales Department of Education and Training has developed four years of comprehensive, continuous and sequenced satellite-based curriculum support for primary learners of Chinese and Japanese. The materials, *Shuo shuo xiào xiào* and *Nihongo daisuki*, have received national and international awards for excellence in the use of technology for educational purposes.
- The Victorian Department of Education has developed Indonesian materials delivered through satellite television for upper primary students, as well as junior secondary Indonesian and Japanese programs available as videotapes, audiotapes, CD-ROMs and print materials packages. Similar packages for Chinese, Indonesian, Japanese and Vietnamese are also available as enrichment and extension materials.

**The development of curriculum resources as an outcome of school initiatives in studies of Asia**

In 1998 the Sydney Catholic Education Office published *Studies of Asia in the Primary Classroom* to suggest strategies for teachers to use in introducing and integrating studies of Asia into their classrooms.

**Establishment and expansion of LOTE Teacher Resource Centres using NALSAS funds**

- In Western Australia, the LOTE Teacher Resource Centres established in 1997 have been expanded from three to four. New Asian language materials for the centres are purchased from Commonwealth NALSAS funds.
- In Victoria, studies of Asia and languages resource collections, such as the Languages and Multicultural Education Resources Centre, have been significantly expanded with NALSAS funding.

## International and Co-operative Partnerships

The aim of the NALSAS strategy is the facilitation of engagement with Asia. Local and international partnerships are a significant theme running through *Asian Languages and Australia's Economic Future*. In a sense, the success of the NALSAS strategy rests on the ability of partners to involve their national and international counterparts in their separate but common endeavours. Teacher training, teacher professional development, curriculum materials development and program delivery are all dependent on an ability to access resources within the region and from the region. Because responsibility for program implementation is local, there has been little collaborative activity in this area.

### Local Elements of Partnership Activity

#### *International Activity*

**Many jurisdictions have formal international educational agreements with sister states and provinces in China, Japan, Indonesia and Korea**
Both Queensland and Victoria, for example, have overarching agreements with provinces in China, Japan and Indonesia.

**International connections through partnerships with universities**
CEC-Victoria has organised Studies of Asia Tours to Vietnam, China and Indonesia through Victoria University of Technology (VUT). As the tour is organised in conjunction with a university in the host country, this has enabled the development of three-way partnerships between VUT, CEC-Victoria and the university in the host country.
The Victorian Department of Education has organised studies of Asia and LOTE short courses in Indonesia through Monash University.

**Guest-teacher and internship programs**

- Queensland has hosted 60 teachers on such programs.
- In 1998, six teachers from Western Australian independent schools will participate in fellowships in China, Thailand, Japan and Indonesia.
- In 1998, Victoria has hosted ten teachers under the Visiting Indonesian Teachers Program and 22 interns from Japan through the Assistance to Teachers of Japanese Program.

**In-country opportunities to assist students in gaining higher language proficiency levels can take the form of scholarships or sister-school relationships**
In New South Wales, the Student Language Study in Overseas Countries Program has provided senior secondary students with financial assistance of up to $2000 to undertake intensive in-country language study. Through the program, up to 500 scholarships have been awarded in the period 1996–98 for students to pursue study of the priority Asian languages. The program is based on the premise of equity and excellence, with student contributions varying for individual applications. Students from isolated areas or from disadvantaged schools receive additional financial support.

**Cultural exchange programs**
Victoria currently has cultural exchange programs with China, Indonesia, Japan and Korea involving students, teachers and school principals . These programs range from official formal exchanges to those organised informally by a number of schools where relationships established at the local or school level have resulted in reciprocal exchange visits.

#### *Local Activity*

**NALSAS Taskforce collaborative projects**
The Asia Education Foundation and the Curriculum Corporation have worked collaboratively with the NALSAS Taskforce on a range of projects over the course of the initiative, including the development of a studies of Asia curriculum support document, teacher professional development modules, national train-the-trainer programs, and web sites to introduce teachers to the NALSAS Access Asia publications.

**Partnerships within jurisdictions**
In a number of jurisdictions there have been very successful partnerships between government education departments, Catholic school systems and state Association of Independent Schools

in the organisation and participation of teachers in Asia Education Foundation Access Asia Network conferences and workshops. These have focused on ways to increase studies of Asia throughout the school curriculum, networking, professional development for teachers and sharing of resources, while also allowing schools and teachers in remote areas improved access to information relevant to studies of Asia. An example of this is the Victorian NALSAS Reference Group which was established to facilitate joint planning and cooperation on professional development and other projects.

**Co-operative partnerships with organisations**

In the Australian Capital Territory, a co-operative partnership has been formed with the Japan Foundation to enhance articulation of Japanese language programs in the middle years of schooling.

# Part 3: Partners' Achievements

The following is by no means an exhaustive representation of the total extent of activity occurring at a local level in each of the partner sectors; it highlights some of the significant achievements of each partner and provides more detail than was possible elsewhere in this report.

## Teacher Training and Professional Development

### Victoria

The Victorian Department of Education has made significant progress in furthering the NALSAS strategy by providing:

- credit-bearing training and retraining programs in languages other than English for teachers who wish to become qualified to teach Asian languages in government schools;
- professional development programs for studies of Asia across the curriculum;
- training courses and in-country study tours for Asian languages and studies of Asia;
- Primary and Secondary Access to Languages via Satellite (PALS and SALS) programs for schools;
- resource and project grants for languages other than English and studies of Asia; and
- state-wide language-specific consultants for languages other than English and studies of Asia.

Victoria has sought to strike a balance between direct support to schools, such as grants, and increased availability of qualified language teachers and central support services to schools.

*Victorian Teachers on an in-country study tour of Japan display the results of their calligraphy lesson.*

#### LOTE Training and Retraining Program

The Department of Education's LOTE Training and Retraining Program is provided through Victorian universities and each year enables over 500 teachers across the State to access credit-bearing courses in a range of languages (including Chinese, Indonesian and Japanese at four levels from Beginners to Advanced Level 3) and LOTE teaching methodology. The program has been designed to increase the supply of qualified teachers of languages in government schools in Victoria, and participation is open to all currently employed teachers in government schools who wish to gain approved language-teaching qualifications.

Places in the LOTE Training and Retraining Program courses are available free of tuition costs and HECS fees to government school teachers. The provision of courses is negotiated with universities on the basis of demand from teachers. The classes are held on nine university campuses across the State, and are scheduled at times when practising teachers can attend, such as after school, at weekends, or during school vacations. Others are conducted through a combination of face-to-face classes and distance education techniques, or 'off-campus' in country centres. Courses in Indonesian, for example, are being conducted in 1998 in Mildura, Wodonga, Bendigo, Shepparton, Geelong and Churchill to meet the needs of non-metropolitan teachers. In addition, Japanese at three levels is being provided for teachers across the State through Monash University via distance education mode using printed material and tapes, and through the PAGE Consortium at the Access and Graduate Certificate levels, using CD-ROM and e-mail.

Teachers undertaking language study at the most advanced level (third year post year 12 or fourth year in a beginners stream) are offered the opportunity to undertake some of their study program overseas during the December–January school vacation. In January 1998, for example,
5 teachers undertook credit bearing language courses in China, 51 in Indonesia and 25 in Japan.

Study support is offered to government school teachers undertaking language study for up to four years in the form of grants to their schools to cover the cost of the employment of Casual Relief Teachers (CRT) for up to 10 days (for full-time teachers).

Approved LOTE Methodology theory courses are also provided free of tuition costs to teachers who have completed their language study, or teachers who have Statements of Equivalence from Victorian universities. The Department also pays up to $500 of the cost of enrolment in the Practicum component and provides further assistance to participants' schools to cover their absences for supervised teaching experience and observation of LOTE programs in other schools.

The number of teachers of the four targeted Asian languages has significantly increased as a result of the use of NALSAS and state funds for languages other than English training and retraining programs. The number of teachers undertaking courses in Asian languages has increased from 36 in 1993–94, prior to NALSAS funding becoming available, to 365 in the 1998–99 program.

#### Links to the Web

In June 1998, all language-specific subject associations, including those for Chinese, Japanese, Indonesian and Korean, received grants to establish and develop interactive Webpages for teachers and students. The *LOTElinx* Project aims to broaden the application of learning technologies and is based on the successful *IndoLinx* website model developed at Warrnambool College for Indonesian.

As the first stage of the *LOTElinx* Project, representatives of subject associations were invited to participate in a two-day workshop where they were trained in the establishment of a Webpage. Ongoing support will continue through the Department of Education's Learning Technologies Branch. Once the Webpages are set up, the subject associations will be responsible for providing professional development activities that show their members how to access and best make use of this exciting resource.

The scope and potential of an interactive Webpage to support and extend learning is enormous. Teachers and students will be able to publish and exchange work, browse through newspapers and magazines in the language they are studying, chat, add to interactive stories, take part in forums, view videos and even listen to live radio. The subject associations are extremely enthusiastic about the project and have indicated that it will make a significant contribution to the teaching and learning of their languages.

### Studies of Asia Professional Development

NALSAS funding has enabled the expanded provision of professional development activities. The number of teachers participating in activities on the teaching of studies of Asia across the curriculum has increased from 194 in 1997 to 587 in 1998. An important initiative in 1998 was the establishment of a partnership between Education Victoria, the Catholic Education Commission of Victoria, the Association of Independent Schools of Victoria and La Trobe University to trial the NALSAS Studies of Asia Professional Development Modules. Twenty-nine teachers participated in the trial of the Teaching Asia Modules, reflecting a demand in Victoria for advanced-level professional development. In addition, the Department of Education collaborates closely with the AEF and supports the delivery of such programs as the Including the Studies of Asia in the Curriculum Course.

### Studies of Asia Access Asia Network of Schools Program

By means of this program the Department of Education has funded 187 schools with establishment grants and ongoing support through networks and the position of an AEF State Adviser. Funding is also provided for the training and and time release of network leaders.

### Studies of Asia In-country Study Tours

As part of the Department of Education's teacher professional development program in studies of Asia, the in-country study tour program provides opportunities for teachers and principals to travel to Asian countries to gain contemporary in-country experience. In 1998 the Department has supported the participation of 42 teachers in study tours to Japan, China, Korea, Thailand, Indonesia and Hawaii. In addition, the Department of Education supports the participation of teachers in the Asia Education Foundation's Teacher In-country Fellowships to Asia (TICFA).

The study tour program has been a popular and successful initiative in encouraging and supporting studies of Asia across the curriculum. The study tours provide opportunities for teachers to gain contemporary in-country experience, research curriculum projects and gather resources for use in their schools. An extensive pre-tour and post-tour program is planned for each study tour. On their return, participants contribute to the development of new curriculum materials and disseminate their learning by participating in a range of professional-development activities.

## New South Wales

The goals of the NALSAS strategy are reflected in the New South Wales Department of Education and Training's long-term planning for languages education and for studies of Asia. The languages training strategy provides pathways for teachers to develop their language proficiency, languages teaching methodology and sociocultural understandings. The training strategy also aims to address a range of issues faced in implementing curriculum change in schools.

### Language Proficiency

The Department co-ordinates a number of programs designed to support teachers in undertaking accredited languages courses in the four priority Asian languages.

### The Languages Teacher Training Initiative (LTTI)

Through LTTI, primary and secondary teachers are able to undertake up to three years of tertiary study. Support includes payment of course and HECS fees, a $200 general purpose allowance to cover the cost of texts and other resources, and an allocation of 10 days relief per year to be used for attending residentials, completing assignments and preparing for and attending examinations.

Teachers participating in LTTI can access additional support by joining a study group conducted in district locations. Study groups are facilitated by experienced languages teachers after school hours on a fortnightly basis.

Since the program began in 1995 over 800 teachers have either begun or completed tertiary courses in the priority languages.

**The Japanese Tertiary Program (JTP)**

JTP is a three-semester program for primary and secondary teachers conducted by Southern Cross University. The program incorporates a flexible mode of delivery including CD-ROM, print-based material, audio material, and workshops.

Funding support includes the cost of course fees, 20 relief days, and travel and accommodation costs for attending workshops.

**The Korean Project**

The Korean Project involves training and development for teachers and curriculum delivery for students. Support includes audiographic lesson delivery for teachers and students in 40 schools across the State, ongoing support for teachers through teleconferences and audiographic link ups, and an annual five-day workshop. A videoconferencing trial is being conducted with a view to further enhancing learning opportunities.

**Languages Methodology**

Languages methodology programs have been developed for primary and secondary teachers in consultation with tertiary institutions, state-level staff, and members of the school community. The programs target teachers currently teaching a languages program, but who have no recognised languages teaching methodology qualification. The courses are available to government and non-government teachers.

Methodology programs involve:

- attending five tutorial days held in local district groups, co-ordinated by trained facilitators and involving satellite link ups and teleconferences;
- attending a three-day residential;
- undertaking a practicum with the support of a mentor;
- reflecting on teaching and learning context through completion of action research projects, workshadowing and participation in strategy-sharing activities.

More than 200 teachers of the four priority Asian languages have participated in methodology programs since 1995.

*NSW teachers sharing ideas for classroom teaching strategies during a professional development workshop in languages methodology.*

### Sociocultural Understanding

Sociocultural understandings are explicitly and systematically incorporated into language proficiency and methodology programs. Opportunities for teachers to develop sociocultural understandings are also provided through a range of incountry and overseas awards, scholarships and exchanges.

### Studies of Asia

Each year increased NALSAS funds have been expended to support significant long-term Asia-focused curriculum change through the means described below.

#### Seeding grants

Seeding grants (equivalent to three to six relief days) are allocated to schools new to the program. These funds may be used by the school to:

- purchase reference material
- provide teacher release to support:
  - an audit of the curriculum
  - the development of programs and units of work
  - teacher professional development activities.

#### Network support

Networks of schools exist in both city and country areas. Leadership is provided by the network co-ordinator.

Each network co-ordinator is provided with funds equivalent to four relief days to support school visits to assist with end of year reporting.

Network funds equivalent to one relief day per school in the network are provided to support network activities. Priority is given to teacher professional development.

#### Professional development

Major initiatives have been developed in partnership with the University of Technology, Sydney; the University of Western Sydney; and the Australian National University. Teacher professional development courses that have been developed and delivered include:

- *Including Studies of Asia in the Primary School Curriculum* – a five-day course developed by the Asia Education Foundation and delivered in partnership with the UWS (1994 to 1996);
- *Network Leader Professional Development Course* – a two-day course developed and delivered by Professor Anthony Milner, ANU (1997);
- *Access Asia Teacher Professional Development Course* – a three-day course which incorporates action research, developed and delivered in partnership with the Institute for International Studies, UTS (1997 and 1998);
- other activities, for example a Vietnam Workshop and professional development projects initiated and developed within networks.

Within the past two years more than 250 teachers have taken part in Access Asia professional development activities.

#### School and network projects

Between 1995 and 1998 more that 90 individual schools and five networks have been awarded grants for specific projects. Priority has been given to projects that involve teacher professional development and the development of innovative units of work that are likely to affect significant long-term curriculum change.

#### Teacher in-country fellowships to Asia (TICFA) program

Since 1994, the Department of Education and Training has provided opportunities for increasing numbers of teachers to take part in in-country professional development through:

- the purchase of places in the TICFA program (10 places in 1995 and 1996, and 15 places in 1997 and 1998);
- the sponsorship of 6 teachers to the Asia Education Foundation *Linking Latitudes* conference in Indonesia in 1997.

**Other initiatives**

Further support to schools is provided through other initiatives including:

- The provision of teacher relief for a network co-ordinator to adapt her teaching units to produce draft curriculum support material on Japan for Stage 1 (1997). This document will be further refined and will be distributed to all DET and Access Asia schools to support the forthcoming new K–6 HSIE Syllabus;
- Funding for one teacher to participate in a joint sector initiative – a Teacher Research Project in India in January 1999. Upon the teacher's return, funds will be provided for the development of materials to support the delivery of the forthcoming Geography Syllabus for Stage 4 and Stage 5.

## Western Australia

**Teacher Training Programs**

The NALSAS Strategy supports Asian languages in all school systems and has been important in the development of the LOTE 2000: New Horizons strategy initiated by the Education Department of Western Australia. A number of significant teacher training initiatives have been implemented in line with the targets of the COAG initiative to substantially increase the teaching of Asian languages in Western Australian government schools. The issues addressed by the training program are aimed at:

- ensuring that students have access to quality Asian language programs;
- training of Asian languages teachers, recognising that longer periods of training are required for Asian languages compared to European languages;
- meeting the demand for teachers of Indonesian, Japanese and Chinese; and
- providing opportunities for teachers of Asian languages to have some in-country experience in order to build their linguistic and cultural knowledge.

The training program has resulted in a significant increase in the numbers of students studying three of the priority NALSAS languages since 1994.

In 1994, before the strategy was implemented, 836 students studied Chinese: 4390 studied Indonesian and 10 115 students studied Japanese. In 1997, 1087 students were studying Chinese, 15 652 were studying Indonesian, and 15 346 were studying Japanese.

**Training initiatives**

Three types of training programs have been implemented to address the issues listed above:

- intensive language courses;
- languages other than English methodology courses; and
- in-country intensive language courses.

The aim of all courses is to increase the number and quality of languages other than English programs conducted in primary schools by primary teachers or secondary languages other than English teachers wishing to teach in the primary area.

**Intensive language courses**

Intensive language courses are offered at a variety of levels to cater for the language ability of individual groups of teachers. The main aims of the courses are to:

- increase the participants' confidence in using the target language;
- significantly raise the participants' language proficiency levels;
- expose participants to authentic documents;
- give access to a range of materials that could be used in the teachers' own classrooms; and
- broaden the participants' sociocultural understandings.

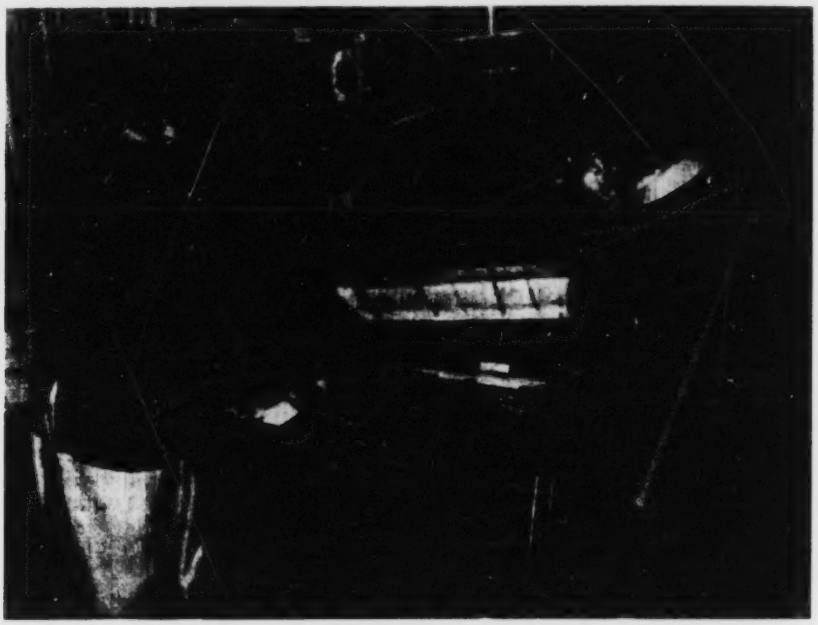
In 1994, the Education Department sponsored beginners and intermediate intensive courses in Indonesian for 44 teachers, and a beginners course in Japanese for 18 teachers. In 1995 Indonesian was offered at beginner, intermediate and advanced levels for 51 teachers. Japanese was offered at beginner and intermediate levels for 25 teachers. In 1996 Indonesian courses at beginner, intermediate and advanced levels catered for 80 teachers, and 37 teachers participated in Japanese beginner, intermediate and advanced courses.
In 1997, one hundred teachers participated in Indonesian courses offered at four different

levels. A similar range of courses was offered in Japanese in which 27 teachers participated. In 1998 courses in Indonesian are being offered at four levels for 87 participants, and at one level for 10 participants in Japanese.

Japanese language study is also being provided by distance mode for 11 participants this year.

**In-country intensive language courses**

In 1995 the Education Department identified a need to provide an in-country experience for beginning language teachers. The main aim of these in-country intensive language courses is to involve participants in meaningful use of Indonesian and Japanese in situations offering appropriate sociocultural contexts to enable them to raise their language proficiency significantly. These courses have been successfully operating since 1996 when the first pilot program involving 15 teachers was conducted in Indonesia. The courses are for teachers with approximately 300 to 350 hours of prior learning in the language, and are planned and conducted by a provider demonstrating understanding of current Australian languages other than English methodology. In 1997, 15 teachers participated in a course in Indonesia and 10 teachers participated in a course in Japan. In January 1998 courses were again conducted in Indonesia and Japan for 25 participants.



*The production of a curriculum package catering for levels of achievement and incorporating mainly authentic texts is the culminating task of this methodology course for languages other than English teachers in Western Australia. Here individual and collaborative tasks are presented in the form of a Minangkabau house, further stimulating interest.*

**Languages other than English methodology courses**

Since 1990 when the first course was conducted jointly with the Catholic Education Department, courses in languages other than English methodology have been offered to teachers with the appropriate level of language proficiency. The Education Department has continued to provide this course in a twenty-day format and, more recently, a fifteen-day format.

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The aims of this course are:

- to provide methodology training to teachers who are competent in a language other than English;
- provide strategies to enable participants to teach languages other than English using current languages teaching methodology and curriculum materials; and
- to provide strategies to monitor student achievement against the Outcomes and Standards Framework.

To date this course has developed a high level of teaching skills in 30 teachers of Japanese, 38 teachers of Indonesian, 4 teachers of Chinese and 1 teacher of Vietnamese.

**Conclusion**

Some 700 teachers have undertaken training in languages and languages teaching methodology since the Education Department commenced the training initiative to support the Education Department's priority languages. About 500 primary schools have introduced languages programs and more than 700 government schools now offer studies of languages other than English. In 1997, enrolments in the priority Asian languages totalled 32 085. This number will increase as the LOTE 2000 strategy is fully implemented and all students in Years 3 to 10 are studying a language other than English.

## South Australia

**Teacher Professional Development and Training**

**Languages**

To achieve the NALSAS Strategy targets of 60% of all year 10 students and 15% of all year 12 students studying an Asian language, the role of appropriately qualified teachers of languages cannot be underestimated. In the area of languages other than English, there is not only the responsibility of maintaining a competent workforce and redressing an insufficient number of teachers to meet the System's requirements, but also the problem of sustaining staffing in schools in country, remote and 'difficult' areas, particularly with respect to Japanese and Indonesian.

In South Australia a two-pronged approach, supported by NALSAS funding, aims to enhance the quality of current teachers of Indonesian, Japanese and Chinese through a comprehensive professional development program, and to increase the number of teachers of these languages through retraining non-language teachers. (Korean is not taught in mainstream departmental schools in South Australia.)

The Professional Development Program encompasses elements of intensive language proficiency and language teaching pedagogy to suit the needs of all teachers of languages, regardless of previous training or length of language teaching experience. The main modes of delivery are through regular language proficiency sessions, particularly for teachers of Japanese and Indonesian; through language-specific conferences and workshops; and through frequent meetings of need-specific hub groups.

Several opportunities to improve proficiency are offered in the form of in-country scholarships. Ten teachers of Chinese, 4 teachers of Indonesian and 11 teachers of Japanese took up such opportunities in 1998.

Formal language proficiency and pedagogy upgrading opportunities are also offered through scholarships to study for a Graduate Certificate in Languages Education offered through the University of South Australia. Seven scholarships were given for the 1998 academic year. This number will be more than doubled in 1999, with 20 scholarships on offer. The Professional Development Program also meets the needs of individual teachers through extensive school-based consultations.

The Languages Retraining Program has formally been in existence since 1997 to address the requirements of schools in country, remote and difficult-to-staff areas. It is based on a highly successful pilot program conducted over a three-year period on Yorke Peninsula.

This program operates on a district level and acts on the belief that professional development occurs most productively in groups where there is a combination of expert input, active participation and collegiate interaction. In practical terms this means that the participants, who are all involved in study via distance education, are provided with regular intensive face-to-face support by their particular Curriculum Officer at a location central to the whole group. The success of this approach is reflected in the large number of High Distinctions, Distinctions or Credits achieved by the participants.

The Languages Retraining Program offers the following support:

- a half-day release per week to support study;
- three days additional release time per term to attend intensive language proficiency and pedagogy sessions led by the Curriculum Officer for that language;
- one day release time to attend the annual language-specific conference;
- reimbursement of travel costs to attend both the Annual Conference and the three-day intensive sessions;
- payment of fees and texts related to the course.

Teachers Involved in the Program in 1998

| Language being retrained into | Year 1 of study | Year 2 of study | Year 3 of study |
|---|---|---|---|
| Indonesian | 9 | 11 | 2 |
| Japanese | 3 | 1 | |

Planning for the 1999 Languages Retraining Program is underway. There is already a great demand from teachers wishing to retrain in Japanese or Indonesian.

Through the efforts of the Languages Retraining Program, the overall pool of teachers of Indonesian and Japanese will be increased in 1999 by 2 teachers, and in 2000 and 2001 by 12 teachers respectively. Most importantly these teachers will fill positions in country, remote and difficult-to-staff schools – schools for which it has not only been difficult to find suitable staff, but where the retention of such staff has been impossible.

**Studies of Asia**

NALSAS funding has enabled the teacher professional development programs to be effectively delivered and supported.

***Including Studies of Asia in Curriculum* Professional Development Program**

There are two versions of this professional development program: one for primary teachers and one for secondary teachers. The program involves a partnership between the Department of Education, Training and Employment (DETE), the Catholic Education Office, the Independent Schools Board, the Flinders University of South Australia, the University of Adelaide and the Asia Education Foundation (Asia Education Foundation). The program provides comprehensive introductory level training to assist teachers to incorporate elements of studies of Asia into their teaching and learning programs. Schools will only be accepted into the South Australian Access Asia Schools Program if they have at least one, preferably two, staff members who have completed an *Including Studies of Asia in Curriculum* course. Each course involves 40 hours contact time and offers an optional assessment component that enables participants to gain accreditation towards a Graduate Certificate in Education Studies at Flinders University. During the first triennium of NALSAS funding, more than 260 primary teachers and 210 secondary teachers completed the program.

**Asia In-country Experience Program**

DETE works co-operatively with the Asia Education Foundation to provide opportunities for teachers to gain the depth of understanding of Asian societies and cultures that can only be acquired through in-country experience. During the first triennium of NALSAS funding, DETE has been able to support more than 50 studies of Asia teachers in undertaking study tours or exchanges to a range of Asian countries: China (7); India (6); Indonesia (16); Japan (3); Laos/Thailand (3); South Korea (9); Taiwan (2); Vietnam (6).

In addition, to complement the introductory level Asia Education Foundation study tours, DETE is conducting an advanced level study tour to India and Nepal in January 1999, focusing on the key learning areas of Studies of Society and Environment and the Arts. Approximately 15 teachers from DETE, the Catholic Education Office and the Independent Schools Board will participate in this tour.

All study tour and exchange participants are required to conduct teacher professional development and to develop curriculum materials upon completion of their in-country experience.

**Targeted professional development programs**

DETE has developed and conducted a range of professional development programs targeting particular key learning areas, resources or groups, for example:

- *Including Studies of Asia in The Arts* – a series of workshops aimed at assisting teachers of The Arts to include studies of Asia in their teaching and learning programs.
- *Vietnam: Old Country, Young People* and *Accessing India* – professional development activities based around recently published materials in the *Access Asia* series produced by Curriculum Corporation.
- *A Principal's Guide to Studies of Asia* – a train the trainer program designed to provide school principals with an understanding of effective strategies for supporting the integration of studies of Asia in school curriculum.

**Access Asia Schools**

NALSAS funding has also enabled the establishment of a number of Access Asia Focus Schools and Access Asia Networks, which have been able to develop and provide teacher professional development activities for staff members of the schools involved.

## National Catholic Education Commission

**Teacher Professional Development**

Each Catholic Education Commission has a comprehensive NALSAS strategy with a number of significant elements.

A common element across commissions is the focus on *teacher professional development* in the priority Asian languages and studies of Asia. This has a significant ongoing impact on the curriculum of Catholic schools.

Educators in Catholic schools across the nation are supported in participating in a broad range of professional development programs offered through the Catholic Education Offices, and jointly with other education systems, educational institutions and providers.

**Focus on professional development**

A sustainable change in the curriculum of Catholic schools necessitates a rebalancing of the Australian curriculum from what has traditionally been Eurocentric in nature to something that more accurately reflects the reality of Australia's relationships with the peoples and nations in its region.

A critical first step in this change is the education of the teaching force in Catholic schools about Asia and its languages. Professional development lays the foundation for effective long-term integration of studies of Asia and Asian languages in the curriculum of Catholic schools.

**Programs offered**

Although the original basis for the Commonwealth's NALSAS strategy was economic, educators in each commission have recognised the importance of extending this focus to incorporate a social, cultural and educational rationale for the professional development initiatives. The range and number of programs offered vary across commissions, but generally include common dimensions set out below.

Programs in studies of Asia target teachers across key learning areas. These programs have built on the need for teachers to have access to relevant contemporary Asian perspectives, opportunities for the examination of values and attitudes, and ongoing support at the school level to bring about whole-school change.

NALSAS-funded studies of Asia programs include:

- inservice programs focusing on culture and identity, the performing and visual arts, literature, and religions and philosophies of Asia;
- support for participation in accredited professional development courses (these incude the Asia Education Foundation–NPDP Project, Including Studies of Asia in the Curriculum program and delivery of the Building Bridges and Strengthening Bridges programs);
- support for the Access Asia Schools Program;
- in-country studies of Asia programs (these include tours organised by the commissions and sponsorships for tours organised by other education systems and the Asia Education Foundation);
- school–based professional development delivered by ALSAS educational consultants from the Catholic Education Offices;
- study support for formal qualifications in studies of Asia.

Professional development in languages has focused on the need to increase the pool of teachers with language qualifications and methodology in the priority Asian languages.

NALSAS-funded languages programs include:

- study support to undertake formal qualifications in an Asian language (this includes collaborative arrangements with state systems);
- Asian language networks that target all teachers of Asian languages, regardless of qualifications and experience;
- inservice programs and seminars with a focus on language teaching methodology;
- in-country scholarships (these support teachers in undertaking short-term intensive language and cultural studies at an accredited in-country institution, and target teachers gaining qualifications and qualified teachers wishing to further their language proficiency);
- school-based professional development delivered by languages other than English educational consultants from the Catholic Education Offices.

**Participants' comments**

During the CEC-Victoria NALSAS external evaluation undertaken in June 1997, participants indicated that they attended the professional development sessions because they believed that studies of Asia and Asian languages were part of the future and they wanted to be prepared to engage in this. They also reported that the professional development sessions increased their motivation, knowledge and enthusiasm, and strengthened their self-confidence as teachers. As a result, they felt better able to validate their perceptions and judgements, so were more confident about including Asian issues in the curriculum.

**Snapshots from Five Commissions around the Nation**

**New South Wales**

Relevant programs operate in each diocese. Sydney reports a significant impact on the inclusion of studies of Asia in primary schools, with over 200 teachers having attended programs focusing on studies of Asia. A smaller number have accessed financial support for upgrading skills in languages other than English.

**South Australia**

As a result of an audit of teachers' needs undertaken in 1994, it was decided that priority should be given to professional development that builds knowledge of Asian countries, cultures and languages. Accordingly funds have been used since 1995 to support 93 teachers from thirty-seven primary and secondary schools in undertaking the *Including the Studies of Asia* course offered in partnership with Flinders and Adelaide universities and the three education systems.

Scholarships for language study have been given to 18 teachers of Asian languages and 16 mainstream teachers to undertake study tours of Asia, mainly through the Asia Education Foundation. A further 11 teachers have been financially assisted to continue Asian language studies at local universities or via distance programs.

**Victoria**

Professional development programs have been well attended in Victoria since 1995. In 1997 more than 300 teachers attended programs in the area of studies of Asia and Asian languages. In 1998 a similar pattern is emerging. An extensive number of professional development programs have been designed and implemented by educational consultants in languages other than English and studies of Asia.

Sixty teachers were supported in undertaking formal study in 1997 and 47 teachers have been supported in 1998. Study support in the main has been for courses leading to qualifications in an Asian language. A number of these teachers access study through the Department of Education LOTE Training and Retraining Program.

In 1996 CEC-Victoria initiated a Study Tour to Asia program in conjunction with Victoria University of Technology. Thirty-eight teachers participated in this program. Twenty-five teachers were supported in undertaking in-country language study in 1995–1997. Eleven teachers participated in the in-country study program in 1997 and a considerable increase on this number is expected for 1998.

**Queensland**

Language proficiency and methodology have been extensively targeted with professional development activity since the inception of NALSAS. These areas are the primary focus of professional development in each Queensland diocese. Some are a consequence of state-wide collaboration with some assistance from the expertise of institutes.

Rapidly increasing Asian language enrolments and the resulting need for well-skilled teachers have mandated these as the primary focus of professional development.

**Western Australia**

Twenty-two teachers have been supported in undertaking in-country languages other than English studies. Fourteen teachers have been supported in undertaking formal qualifications in languages other than English through a university or TAFE college. CEC-WA has sponsored teachers in the Catholic Education system to take part in EDWA courses in Indonesian, Japanese and languages other than English methodology.

## The Independent Sector

Independent schools have worked collaboratively with other education systems and educational institutions and providers in developing and implementing programs and activities under the NALSAS strategy. The strategy has also encouraged co-operative partnerships throughout the sector, with schools encouraged to share resources, innovative programs and curriculum materials.

Unlike other school sectors, independent schools do not have centralised resources that can be allocated for sector-wide professional development. As a result, professional development activities have been an important part of the NALSAS strategy for independent schools in all States and Territories. Opportunities have been provided for teachers of Asian languages and studies of Asia to be involved in a wide variety of professional development programs. The strategy has enabled independent schools to participate in programs through collaborative networks with other sectors and agencies.

In some States and Territories, there has been yearly provision for teachers to participate in in-country study (with an emphasis on Japan, China and Indonesia) to improve their language skills and to experience at first hand the culture of the country.

Some associations of independent schools have organised study tours for primary and secondary teachers, with the participants required to write a unit of work relevant to their school's curriculum or to conduct professional development for other schools.

Teachers have also been provided with opportunities of exchange through regular dissemination of information received from cultural organisations and embassies, and through the processing of applications from teachers for exchange programs.

Funding has also been provided to assist teachers to undertake approved courses of study to upgrade their language proficiency and their skills and knowledge in languages pedagogy. A significant number of languages other than English methodology courses have been conducted for independent schools.

As part of the inservice and awareness raising program of the NALSAS strategy, seminars have been held for principals and school leaders who are responsible for whole-school curriculum aimed at increasing the understanding of the NALSAS strategy and the different models of implementation in schools.

In addition to specially designed professional development activities, the strategy has promoted collaboration across the three education sectors by establishing networks to promote and assist teaching and learning about Asia in an across-the-curriculum mode.

Through the NALSAS funding, independent schools have been able to undertake and support a variety of projects and programs and, in particular, increase the level of collaboration with other sectors and organisations in the provision of professional development. Without NALSAS funding many schools would not have been able to support programs to the same extent.

# Program Delivery

A fundamental responsibility for education systems across Australia is to provide high quality teaching and learning for all students, irrespective of where those students are located. This aspect is highlighted in *Asian Languages and Australia's Economic Future* as one of the major factors upon which the success of the initiative would be dependent because of Australia's geographic diversity. This means attention must be accorded to the development of appropriate technologies to assist the development and delivery of distance learning programs in Asian languages and studies of Asia.[1]

The following reports from New South Wales, Victoria, Tasmania, Northern Territory and the Independent Schools highlight specific ways in which some of the partners have addressed this important issue of program delivery. The report from the Northern Territory focuses on how changes to program delivery through the provision of out-of-hours classes for students has assisted in significant growth in participation in Asian languages programs.

## New South Wales

### Addressing the Needs of All Students

Funding provided through NALSAS has supported the development and implementation of strategies that give students from across the State equal access to quality programs in Chinese, Indonesian, Japanese and Korean.

In working towards the targets established in the NALSAS report, the Department has developed comprehensive and co-ordinated planning to address the interrelated needs of curriculum delivery, curriculum resources and teacher training. Technology has played a key role in meeting the challenges and allowing the benefits from these developments to be realised by all students, including those in more isolated areas.

Until quite recently the delivery of learning programs in the targeted languages was problematic, especially to primary students in rural and remote areas. There were few appropriate curriculum materials and relatively few teachers had the language skills to teach one of the four priority Asian languages.

In the area of languages education, technology is playing a vital role in closing the gap between learners in metropolitan locations and those in rural and remote locations.

The Department of Education and Training has adopted an integrated media approach to curriculum support, exploiting the available technologies and existing expertise to give students across the State access to a wide range of learning experiences.

[1] COAG, p. 130.

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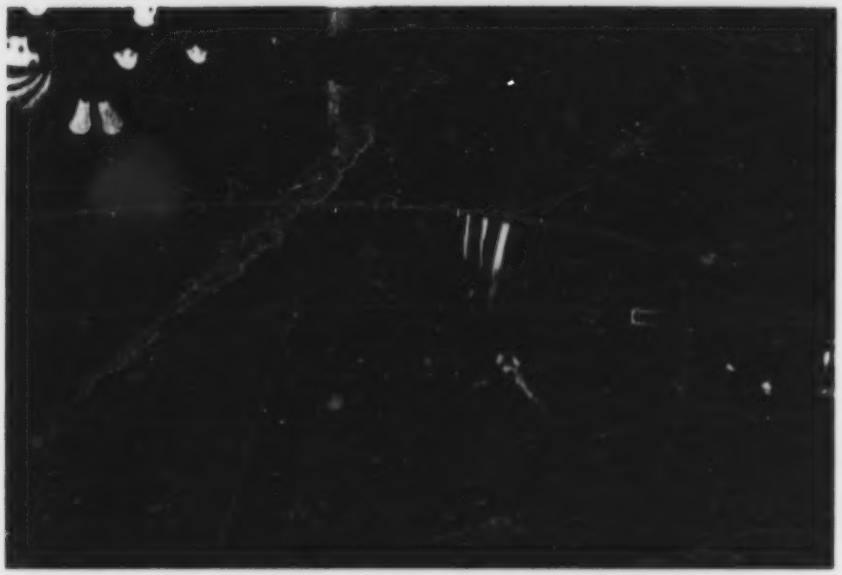

*ALS programs exploit technology to give students across New South Wales greater opportunity to learn Asian languages.*

**Satellite/video Broadcast**

Recognising that the lack of quality resource materials was a barrier to expanding the provision of Chinese and Japanese across the State, the NSW Department of Education and Training committed a proportion of its NALSAS funding to the Access to Languages via Satellite (ALS) programs, which target primary learners. The ALS programs are based on excellent language teaching, encapsulating the expertise of exemplary teachers and sound pedagogy, and make these available to all students. The technology is used to improve the learning environment and support the work of classroom teachers. Print and audio materials are also provided for use by the classroom teacher. The ALS programs present language learning that is relevant for primary students and presented in a contextually appropriate form. They provide all students with a wide range of cultural contexts for their language learning and language processing tools.[2] The ALS programs have been designed to complement the work of a teacher with developing language skills while also being valuable resources for fully trained and proficient users of the languages.

Through the development of these high quality resources, delivered through a medium that is accessible to schools across the State and reinforced by extensive teacher training programs, New South Wales for the first time has been able to guarantee all primary schools access to high quality curriculum in Chinese and Japanese.

**Audiographics**

Audiographics combines audioconferencing, fax and information transfer between computers. This technology provides a critical component of the learning environment of many rural and remote students. Audiographics has been used to introduce Korean language studies across New South Wales. It gives students in rural communities the same opportunities as those in metropolitan areas.

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[2] NBEET, Commissioned Report, The Implications of LOTE and Technology, 1996.

### CD-ROM

To ensure comprehensive curriculum support is available to all students, additional technologies need to be integrated into curriculum provision. CD-ROM resources allow students to take some control of the learning environment and cater for flexible and individual progression.

The availability of NALSAS funding has facilitated the development of high quality CD-ROM resources for the four priority Asian languages. To maximise student learning and interest, these resources have been designed using communicative methodology and motivating tasks. They are accessible, affordable and engaging, and work to improve equity by expanding educational opportunities for the most remote students.

### HSC On-Line

Students of senior Japanese and Indonesian have on-line support through HSC On-Line. These focused Web sites contain information about the senior syllabuses, study methods and examination techniques, sample tasks, information about post-school opportunities, and links to other relevant sites.

In this age of technological sophistication, the development of high quality curriculum materials that will engage students and progress their learning can be highly costly. The Department of Education and Training has supplemented its NALSAS funding to develop high quality curriculum support that effectively exploits these electronic technologies.

## Victoria

### Primary and Secondary Access to Languages via Satellite

One of the Department of Education's most significant initiatives to extend the teaching of languages is the Primary and Secondary Access to Languages via Satellite (PALS and SALS) project. PALS and SALS language programs are delivered through SOFNet – the Department of Education's interactive satellite television network to government and non-government schools in Victoria, New South Wales and beyond.

PALS and SALS programs enable schools, particularly those in rural areas without access to qualified LOTE teachers, to provide comprehensive LOTE programs. The emphasis is on enabling learners to develop communicative competence through the use of the target language in everyday situations. The focus of the programs is language in use and the use of the language in meaningful contexts is encouraged. Therefore, the use of the LOTE during the broadcasts as a means of instruction and interaction, ensures maximum exposure to the language.

The support materials provide a variety of activities that promote active involvement and purposeful communication. The materials also provide opportunities for individual, pair and group work, opportunities for cooperative learning and strategies to encourage the use of the target LOTE through games, routines and experiences beyond the classroom. Each program series provides a balance of the four language skills; that is understanding, speaking, reading and writing; and exposes the learners to new language patterns and conventions as well as sociocultural information.

**Primary Access to Languages via Satellite (PALS)**

The Department of Education develops and delivers Indonesian programs for primary students in Years 3 to 6 through the PALS project. These programs provide a comprehensive teaching program of twice weekly half-hour television language teaching broadcasts, accompanied by audiotapes and extensive print support materials. In 1999, interactive CD-ROMs will also be a part of this package.

The programs recognise that learners will be at different stages of linguistic and conceptual development as a result of age, prior exposure to the language and varying language abilities and experiences. The broadcasts and accompanying support materials are designed to enable teachers to cater for the broad range of learners. Two series of programs are offered, the Beginners Series, aimed at students without previous knowledge of a particular language, and the Continuing Series, which enables students who participated in the PALS programs in previous years to continue learning the language. Each series caters for both younger (Years 3

and 4) and older (Years 5 and 6) learners. However, many schools with an established LOTE program also use either the PALS Beginners or Continuing to complement their existing LOTE programs.

It is planned to progressively repurpose all PALS programs so that by the end of the Year 2000 repackaged materials are available for four full years of teaching at Years 3 to 6 in Indonesian. For each year, these materials will comprise 48 half-hour video programs, 4 audiotapes, 4 CD-ROMs and 4 units of printed support materials to accompany the 48 video programs.

**Secondary Access to Languages via Satellite (SALS) Year 7**

In 1998, the Department of Education has also developed a comprehensive multi-media Year 7 LOTE program in Indonesian and Japanese based on its Year 7 SALS materials, comprising videotapes for 48 half-hour programs, 6 audiotapes, 6 CD-ROMs and 6 units of printed support materials to accompany the 48 video programs. These multi-media programs enable teachers of these languages at junior secondary level to provide a comprehensive teaching program or to select aspects that complement and enhance their current LOTE program.

**Secondary Access to Languages via Satellite (SALS) Years 11–12 Victorian Certificate of Education (VCE) level**

The SALS VCE Series provides quality enrichment and extension materials in Chinese, Indonesian, Japanese and Vietnamese for senior secondary students. It provides these students with access to authentic linguistic and cultural content as a foundation for the development of effective communication skills and with access to new, up-to-date, and varied materials to complement resources already available.

Secondary students of these languages in mainstream secondary colleges, as well as those learning these languages through distance education at the Victorian School of Languages (VSL) and in after hours ethnic schools, are able to use the SALS VCE Series to gain access to other role models of the target language, to provide stimulus material for further classroom activities and to provide cultural information to enhance students' understanding of the target language, its people and their lifestyles.

The VCE SALS Series comprises 10 one-hour television programs, together with comprehensive print support materials linked to the VCE. In line with the communicative approach used by the Board of Studies (BOS) *VCE LOTE Study Design*, the SALS VCE Series promotes student-centred teaching and learning, based on the interests of students at this level. The activities provided in the programs and the accompanying student materials stress students' active use of the target language in different contexts and their involvement in their own learning.

The programs focus on discourse forms (text-types), such as conversations, debates, discussions, documentaries, interviews and role-plays, and are supported by video clips. The themes for the programs have been selected to support themes and topics already being studied by many students as part of their VCE LOTE studies, and to provide stimulus materials for new topics that teachers may wish to develop. Sociocultural aspects are included as an integral part of the programs.

A detailed program outline is provided of the various segments and activities presented during each video program. The student materials include worksheets and work requirements related to the theme, with notes that provide vocabulary, contextual information and/or further instructions. Two interactive CD-ROMs, intended mainly for students to undertake individual, self-paced work, will also be made available in 1999. The first CD-ROM will comprise a selection of the best of 1998 materials and theme packs from previous years, and the second CD-ROM will comprise a selection of the best of 1999 theme packs.

*Children in Tasmanian language classes have facilities that allow them to communicate with their peers in the language they are studying.*

## Tasmania

### LOTE and Technology

'The elements of social interaction and natural learning are integral to quality language programs and courses...The features of an effective language learning environment include contextuality, authenticity, interactivity and productivity. Technological applications can maximise these elements in diverse contexts, establishing links and networks between people who are distant in time and place.'[3]

Technology plays an integral role in the NALSAS implementation of languages in Tasmanian primary schools. A variety of technologies were considered as a vehicle for communication suited to student interaction and professional development. One of the most effective technologies for the social interaction and natural learning is videoconferencing, which provides audio, video and data transfer between remote sites.

**In classrooms**

Collaboration and networking are key ideas upon which the classroom implementation of languages other than English is based. Each school receives a videoconferencing package and funds to assist with telecommunication costs. Teachers are given support in using the equipment and are encouraged to link with other schools in their cluster so that students can communicate with their peers in the language they are studying. Teachers are also encouraged to use the equipment for sharing ideas, resources, planning and teaching strategies. Schools have seen this as an opportunity to gain access to the Internet and CD-ROM, which have provided an extensive global resource for teachers of languages and their students.

The NALSAS languages implementation program aims to encourage pupils to participate more fully in the global environment. Interaction with other individuals and cultures and the development of sociocultural awareness are central to the languages other than English learning area, and technology can be a powerful tool for facilitating this. A set of primary integrated units, *LOTE Links to the World*, have been developed. They incorporate use of the Internet, encouraging the establishment of collaborative projects linking cultures, and providing opportunities to negotiate meaning with other users of the target language.

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[3] NBEET.

**Professional development**

Tasmania is addressing the professional development needs of rural and isolated teachers of languages by establishing professional development Open Learning Centres at strategic locations around the State so all teachers have equal access to professional development. The network of ten centres is linked with ISDN PictureTel desktop videoconferencing equipment. Teachers are given tuition in using the equipment, thereby acquiring technology skills as well as accessing languages other than English Graduate Certificate courses and linking with other teachers in the State.

Research indicates that, when integrated into the delivery of curriculum as a whole, 'technology not only changes practice, but transforms the way students learn and use language with different audiences and in different contexts.'[4] Early indications are that primary teachers involved in the implementation of languages other than English are aware of these changes in the way they operate in the classroom, and have remarked informally on the ability of their students to respond with confidence and natural ease in the language they are study when communicating with strangers in videoconference mode.

**Conclusion**

An increasing number of students and teachers around the State are now using technology as a tool for learning languages, and the benefits are becoming apparent. It is providing a global context for languages, with access to scenes and authentic materials from the target culture, overseas penpals, and other language students. Students can see a purpose for learning languages other than English, and the classroom is enriched by the sense of immediacy and reality from context-embedded interactions.

## Northern Territory

**Expanding Access to Language Programs**

During 1996 and 1997, a portion of the NALSAS funding was targeted to support two Northern Territory Department of Education initiatives: the operation of the NT School of Languages in Darwin and the Asia in Schools program in Northern Territory schools.

The School of Languages increased its support to schools and language teachers through a series of professional development programs and expanded its operation as a provider for the learning of languages. Support from parents and the language community is a key element in the success of the programs and is seen as a catalyst for further growth in participation in language learning.

The school was successful recently in gaining a Partners in Education grant from the NT Department of Education to run a program called *Helping Your Child be a More Effective Language Learner*. This involved a group of parents and teachers developing and presenting a session for parents in which the participants developed common understandings of ways in which they can assist their children's learning. A package of materials has been developed to be used as a follow-up by these parents and later by participants in similar sessions. The program is now being offered to other schools so that they can conduct programs with their own school communities.

There is a growing demand for opportunities for the learning of languages in the Northern Territory community. This is evidenced by the level of support for the School of Languages programs, an increase in participation in after-hours programs offered at the Alice Springs Language Centre, and continuing growth in the numbers of adults enrolling in night classes in languages in both Darwin and Alice Springs. It is expected that the demand will continue to grow, resulting in increased participation in the learning of languages across the Northern Territory.

In order to expand the Access Asia network in the Northern Territory, teacher professional development has been the focus for NALSAS funding to the Asia in Schools program during the 1995–1997 period. This has allowed groups of teachers from other regions to come to Darwin for five to six days to participate in the *Including Studies of Asia in the Curriculum* professional development program for primary and secondary teachers. These teachers, on return to their

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[4] NBEET.

regions, have been able to take on a leadership role in bringing their schools into the Access Asia Network in the Northern Territory. The additional funding from NALSAS has given an opportunity for teachers in all regions to access nationally recognised professional development in the area of studies of Asia. This in turn has provided students in all regions with access to studies of Asia in their schools.

*Students of Indonesian, Northern Territory School of Languages parents' evening. Support from parents and the language community is an element of programs and is seen as a catalyst for further participation in language learning.*

## Independent Schools

Each State and Territory Association of Independent Schools (AIS) administers NALSAS-strategy funding on behalf of independent schools. This funding is supplementary, with individual schools responsible for their own program delivery and commitment of resources to the teaching of Asian languages and studies of Asia.

Direct funding is made available to schools in the form of grants to support projects and activities at both primary and secondary levels which promote the targeted Asian languages and aim to develop studies of Asia across the curriculum. Funding has been granted for teacher development, program delivery, employment of language assistants, purchase of student and teacher resources and for specific school-based Asian language projects and initiatives.

In addition, to support program delivery in independent schools, AISs have provided direct support in establishing new programs, in implementing specific projects in schools, and in providing curriculum resources and other information on program delivery.

# Curriculum Resources

The production of high quality curriculum materials is a vital component in the overall success of the NALSAS Strategy. As well as ensuring other components, such as teacher supply and proficiency, the continued growth of school and student numbers over the period of the strategy and access to programs and in-country opportunities, *Asian Languages and Australia's Economic Future* states that 'parallel work needs to be done in developing and refining work on curricula, syllabus and course materials for the four priority languages'.[1]

Some partners in the NALSAS initiative have already done significant work in this area of developing high quality courses and materials for some of the NALSAS languages within their own jurisdictions. Also, the curriculum materials that have been produced collaboratively using NALSAS funds ensure the cost-effective production of high quality materials that can be shared by all jurisdictions.

The co-operation among jurisdictions in the sharing of these high quality materials helps to accelerate curriculum and materials development on a national level in the four priority languages and studies of Asia.

The following reports highlight curriculum and syllabus development in Queensland, New South Wales and Victoria in the four priority languages.

## Queensland

### Queensland LOTE Syllabuses Years 4–10

An exciting innovative languages other than English curriculum project is being developed in Queensland. It is innovative because it is addressing the whole curriculum process by first considering specific learning outcomes for languages other than English and then providing strategies and models to assist teachers to plan for the achievement of these outcomes. These outcomes are closely tied to the targets of the NALSAS strategy in that they are defined in terms of proficiency in the language. It is exciting because it addresses the NALSAS requirement that languages other than English be for all students. The aim is to devise a curriculum that is appealing to all students in all contexts. To do this the content of the program is specifically designed to embed the teaching of languages other than English in the mainstream curriculum.

A team at the Languages and Cultures Work Unit of Education Queensland is writing the project material on behalf of the Queensland School Curriculum Council. The work is assisted by the input and feedback of 110 teachers from schools involved in the trial of the draft source materials.

The materials to be developed are a syllabus and support materials for the seven major languages including the four priority Asian languages of NALSAS. The syllabus outlines expected learning outcomes in eight levels. These outcomes are achieved by teachers applying the principles of effective learning and teaching of languages other than English, which are explained at length in the support materials and exemplified in the tasks contained in the sample modules.

[1] COAG, p. xv.

The support materials include samples of modules with the following features:

- Units of work for each year level describe a set of sequenced tasks and integrate concepts from the key learning areas.
- Tasks are designed to meet students' cognitive and interest levels while being tailored to their stage of language learning.
- Tasks demonstrate language-specific expectations with respect to teacher language input and learner output in specific contexts.
- Teaching resources include printable black-line masters for worksheets, and materials for learning exercises.
- Audio versions include expected teacher input and resources for use in conjunction with tasks.

For the first time in Australia, the suite of curriculum materials will be delivered in a CD-ROM format so that teachers can easily navigate within sections of the materials, moving from outcomes to principles to tasks and to resources. Teachers will be able to download the resources and worksheets and then manipulate them to suit their own requirements before printing them out. As well, teachers will be able to listen to dialogues and examples of teacher language that could be used to introduce and carry out the tasks. A further advantage of the CD-ROM format is that links can be established to relevant Web sites in the target language, which will provide access to the realia that is relevant to the learning context.

The approach to the materials is based on the belief that we learn a second language in order to extend our ability to talk, read and write about the world. By learning another language we increase our capacity to determine self-concept and world view through accessing other ways of knowing and interacting with others who may perceive, categorise and express the world in different ways. We learn to interact effectively in a new range of social situations, acquire new conventions of linguistic behaviour and participate more fully in the global community.

This view of language has prompted the adoption of the embedded approach, which is defined as one where the content of the language program is based on key concepts and content in other curricular areas for that year level, while still allowing for some discrete language component. This requires that language be taught through contextualised use and that input be comprehensible. While not being an immersion program, it does involve a shift closer to a language-as-content syllabus.

The implications of this approach are that:

- learners are exposed to language input beyond their current levels of conscious manipulation and may need to produce language in a formulaic way to achieve a given purpose;
- real purpose is not confined to a tourist or exchange-student model, but includes any use that helps learners to develop a body of knowledge about the world and themselves;
- other key learning areas present possibilities for meeting real purposes for language use; and
- any topic can be talked about by learners at a range of levels of linguistic complexity.

The outcomes in the syllabus are described in terms of what students comprehend and compose in the language. The descriptions draw on the expert knowledge of teachers working with learners' demonstrated standards of performance, as well as other national and international materials. Because of the relative newness of languages other than English learning in the early years of schooling and the lack of any co-ordinated programs covering all the school years, the initial descriptions are impressionistic only. They will be validated and refined as the program is trialed and implemented and actual student performance monitored.

Currently teachers are working with trial materials and developing their own programs. The first evaluation report indicates that the majority of teachers are very happy with the results as they find that students are using more language and are certainly more motivated by the topics being considered – even the boys. There is an air of excitement as teachers become involved with the new curriculum.

## Victoria

### Curriculum Support

The *LOTE Curriculum and Standards Framework* (CSF) provides the basis for curriculum planning in Victorian schools for Years Prep– 10 and for reporting on student achievement. It sets out the major areas of learning to be covered and describes learning outcomes to be achieved by students. *LOTE Course Advice* has been developed for the purpose of assisting teachers to implement the CSF within schools. Language-specific topic tables have been developed for Chinese, Indonesian, Japanese and Vietnamese at Levels 1– 7 and for Korean at Levels 1– 5. The Course Advice materials have been written to link directly with the curriculum focus, learning outcomes, strands and sub-strands within the CSF.

### Consultancy Support

Consultants have been appointed for each of the four priority Asian languages and studies of Asia. These consultants provide ongoing support for schools through the planning and delivery of professional development activities, advice on the implementation of the LOTE CSF, the development of resource materials and the support of teacher networks.

### Joint Standing Committees

In recognition of the growing importance of mutual linguistic and cultural understanding, Joint Standing Committees on Educational Cooperation have been established by Victoria with Japan, Indonesia and most recently China. The Joint Standing Committees provide a direct channel of communication on educational and cultural issues and facilitate more effective use of resources and information exchange. They play an important role in promoting and expanding the teaching of Asian languages by establishing exchange programs, promoting sister-school relationships, providing professional development and curriculum development programs and extending internships and assistantships.

## New South Wales

### Curriculum Support

The NALSAS strategy has encouraged a dramatic increase in the uptake of Asian languages in New South Wales primary schools. To support students and to maximise the outcomes of language learning, a sequential program is essential to build on prior learning and to meet individual students' needs.

The embedding of language learning into the curriculum, particularly in primary schools, fosters the development of a range of integrated skills, thus allowing primary and secondary students to gain the confidence and self-esteem to consolidate knowledge, skills and concepts in all curriculum areas.

While valuing traditional curriculum support, such as print and audio resources, New South Wales, like most other States, has adopted an integrated media approach to curriculum support. This exploits available technologies and existing expertise to give students access to a wide range of learning experiences and continuous and sequenced language study.

**Syllabus development**

The NALSAS strategy has supported the development of K–6 syllabus documents in all four of the priority languages.

The outcomes in the syllabus documents describe the demonstrable learning achievements of students and articulate increasing development of communicative skills, knowledge and cultural understandings at different stages of schooling.

These syllabus documents tie in closely with the secondary syllabuses and form a solid foundation for sequential language study.

**Consultancy support**

There is considerable officer support for each of the four priority Asian languages and for studies of Asia. The consultants facilitate the bringing together of teams of teachers and provide much-needed opportunities to establish networks. In addition to working closely with teachers, the languages consultants continue to develop rich and varied resources to support student learning. These high quality resources range from support for beginner learners to analyses of texts, films, songs and novels for senior students. The consultants also support the implementation of continuous and sequenced language study from primary to secondary school and assist teachers in the integration of technology into the languages classroom.

**Video-learning support**

To enhance student learning outcomes in languages through the PD, Health, PE curriculum area, the Department has developed a package of video, print and audio resources that supports the teaching and learning of simple movement skills through Japanese, Chinese and Indonesian.

The Department has also developed a series of videos and print resources for junior secondary students of Japanese. These topic-based resources enhance students' oral and aural skills in the target language. They include a rich cultural component.

**Satellite language programs**

The NALSAS strategy has facilitated the development of a range of satellite programs to enhance students' learning outcomes. Resources have been developed to cater for students from Year 3 through to Year 12. Primary and junior secondary programs and materials have been provided in Chinese and Japanese to support continuity of language study. Senior secondary programs centring on oral–aural skills in Japanese have been developed.

**CD-ROM**

CD-ROM is an effective way to support language learning. New South Wales has committed funds to the development of a CD-ROM for senior secondary beginners of Japanese; this forms the basis for further CD-ROM development in Chinese and Indonesian. The specifically designed and produced audio, video, graphic and text resources optimise the learning process. The CD-ROMs provide activities and games to consolidate learning and give immediate feedback. The structure enables students to work progressively through the course, or to set their own path of study.

**Print and audio support**

Even as electronic technologies are growing in significance as support tools for learning, the more traditional print and audio curriculum resources continue to play an important role. One such exceptional resource developed to support the NALSAS strategy is *K–2 Chinese Science and Technology*, a comprehensive resource relating to the area of Science and Technology and using Chinese as the language of instruction and learning. The resource has been designed to meet the needs of background and non-background speakers of Chinese.

The NALSAS strategy has allowed jurisdictions across Australia to extend and enrich curriculum support to teachers in primary and secondary schools through the provision of a wide range of strategies and materials that has maximised student learning outcomes in the four priority Asian languages.

# International and Co-operative Partnerships

*Asian Languages and Australia's Economic Future* refers to the importance of providing opportunities for Australian teachers of Asian languages and studies to live, work and study in target Asian countries. These opportunities could also provide benefits for Australian schools with a reciprocal flow of teachers from Asian countries who could provide native speaking support for Australian teachers and native speaking models for Australian students.[1]

As well as teachers, the opportunities in-country experience would afford students in terms of increased language proficiency and cultural understanding, can not be ignored. Via exchanges and sister-school relationships, student learning outcomes can be significantly enhanced.

The sharp rise nationally in student participation in Asian languages and studies of Asia has been a direct result of the successful implementation of the NALSAS strategy by States, Territories, non-government systems and schools. It has presented educational authorities with a range of new challenges.

The obvious challenges of teacher training, teacher supply and general infrastructure development for these programs have been the focus of a huge effort by local educational authorities in partnership with the Commonwealth. Of equal importance has been the creation of an educational context for both large-scale language learning and the incorporation of an Asian 'perspective' into the mainstream Australian curriculum.

There has never really been a significant culture of language learning in this country. The dominance of English as an international language, Australia's relative geographic isolation and the significant proportion of young people who live in rural and remote areas, have made this culture difficult to establish.

The development of international educational partnerships has been one response to the challenge of increased Asian language and studies activity in our schools. The following reports outline examples of international activity leading to the enhancement of the teaching and learning of Asian languages and studies of Asia. They describe opportunities for teachers and students in Queensland, and local co-operative partnerships in the Australian Capital Territory.

## Queensland

### International Partnerships

Education Queensland's activity is typical of the initiatives in place nationally to support the achievement of student participation and learning outcome targets agreed under the NALSAS strategy. The impetus provided by the partnership with the Commonwealth, and the availability of additional discretionary funds, have allowed Queensland to enhance those partnerships and channel the benefits to a wider range of communities than ever before.

As a result of state government policy and a commitment to the achievement of NALSAS targets in partnership with the Commonwealth, participation levels in the four priority Asian languages have risen significantly since the early 1990s. With study of languages other than English as core, more than 50% of Queensland's approximately 1200 state schools offer a continuous program in one of those languages. Those programs are taught by an increasing number of specialist teachers working in all parts of the State. Significant numbers of those teachers work in remote and isolated areas.

[1] COAG, p. 141.

There is clearly a need for Queensland to establish and maintain tangible links with those states and cities in our region where the priority languages are spoken. It is also important to maintain viable cultural links with the region, thereby seeking to create a presence for those languages and cultures in areas that may not normally have any direct contact with them.

*Primary students in Ueno, Tokyo, greet an Education Queensland officer.*

Although representing only a small part of the total effort, international co-operation activities with partner cities and provinces in China, Japan and Indonesia contribute to the necessary infrastructure to help Education Queensland achieve its participation and student learning outcome goals for Asian languages and studies of Asia in Queensland state schools.

For many years, Queensland has pursued the development of sister-state agreements at government level with partners in the region. Those agreements provide opportunities for agencies to establish contacts in the region and build stable long-term programs to facilitate the implementation of a range of international agendas.

Education Queensland's agreements are renewed on an annual basis and outline a program of co-operative activity agreed by the partners. The core of that activity is usually a guest-teacher program, supplemented annually by mutually agreed additional activity.

Queensland's international partnerships contribute directly to four necessary aspects of infrastructure development:

- the training of teachers of Asian languages and studies of Asia through guest-teacher programs;
- the enhancement of student learning outcomes in Asian languages and studies of Asia through the provision of authentic language and cultural learning opportunities in Australia and the target country;
- the establishment of an 'Asia-orientated' leadership culture; and
- the establishment of international networks.

**1. Teacher training**

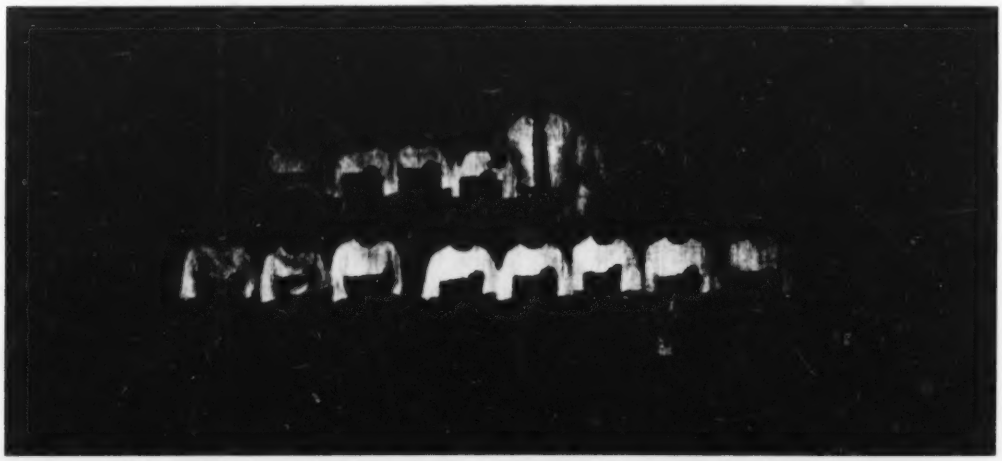
In-country experience and access to authentic up-to-date models of the language and cultural behaviour are vital for language teachers and teachers involved in the teaching of studies of Asia in the Australian context.

Guest-teacher programs satisfy both aims in that they provide teachers with the opportunity for in-country experience and the services of assistant teachers who not only model both authentic language and cultural behaviour for students, but help keep the teacher's language and cultural knowledge current.

In a State as large as Queensland, with significant levels of geographic isolation, the presence of guest teachers from our international partners provides a realistic focus for language and intercultural activities. They provide an additional motivation for language learning and significant cultural enrichment for the school and its community.

Each year some 20 Queensland teachers have the opportunity to work for from six months to a year in China, Japan or Indonesia. The teachers come from a variety of backgrounds with an increasing number being primary generalist or secondary teachers across a range of disciplines. Teachers return to Queensland with enhanced linguistic and cultural knowledge, which they put to use in their school context as teachers of Asian languages or when working across the curriculum in studies of Asia.

Guest teachers from China, Japan or Indonesia, who hold above-establishment positions, are deployed as assistant teachers across a number of schools during their assignment with us. They provide an authentic cultural and linguistic presence in our schools as well as performing a major teacher development role.



*Students from SMA IV in Solo with Education Queensland visitors.*

**2. Enhanced student learning outcomes**

Each year the Queensland state sector supports a number of state-level student exchange activities under the umbrella of our sister-state agreements. This student exchange activity complements the school-based activity under direct sister-school arrangements and is intended to recognise excellence in the study of the priority Asian languages.

Reciprocity is a key to this activity, which brings young Queenslanders together with young people from China, Japan and Indonesia. As is the case with the guest teacher program, these young people provide motivation and a point of contact for their schools and the communities in which they live.

In addition to student exchange activity, special activities may be organised to address emerging interests of either partner. In 1998, Queensland and Shanghai are participating in an initial 'Friendship Mathematics Competition', which has seen both sides select a team based on a jointly administered mathematics test to participate in a week of mathematic-based activity in Brisbane in late October. Participation in the program does not depend on Chinese language study, although students of Chinese language will participate as interpreters and facilitators during the week.

**3. The establishment of an 'Asia-orientated' leadership culture**

The achievement of enhanced student learning outcomes in Asian languages and studies of Asia is dependent upon the creation of a supportive whole-school environment. The key to this is the development of a school-leadership culture that is Asia literate, encouraging language teaching and learning and recognising the need for a significant level of Asia literacy for all students.

In recent years a number of principals have been given the opportunity to participate in structured in-country programs in our sister provinces. The nature of these programs has varied. In 1998, for example, Queensland principals will undertake reciprocal work-shadowing activities with partners from Hubei Province in China. Although the program has a leadership/administrative development focus, the presence of a Chinese principal working in tandem with his/her Australian counterpart sends powerful messages to the school and its community about the importance of internationalisation and of the language and cultural skills necessary to effectively access it.

**4. Establishment of international networks**

Another important aspect of international partnerships is its contribution to the broader context of internationalisation facilitated by the establishment of networks across various levels of our educational organisations. Whether it be engagement from Shanghai with our Board of Senior Secondary School Studies in the development of new assessment procedures or the study visit of education financial and human resources managers, the connections developed encourage broad networks, which in turn build an international culture that is vital to the effective prosecution of learning outcomes in Asian languages and studies of Asia.

Although international partnerships are only a small part of the Queensland state sector's activity under the banner of the NALSAS strategy, they make a major contribution to the establishment of the necessary infrastructure for Asian languages and studies of Asia in Queensland state schools.

## Australian Capital Territory

### Co-operative Partnerships

**Networking to enhance student learning**

Networking has been the key to building successful co-operative partnerships in the Australian Capital Territory to enhance teaching and learning of Asian languages and studies of Asia. The partnerships have brought together students, teachers from government and non-government schools, diplomatic missions, staff from the Australian National University (ANU) and a wide range of community and cultural organisations to work on NALSAS-funded initiatives. The initiatives provide teacher professional development opportunities and enrichment activities for students. Without NALSAS funding, the reach and impact of these initiatives would not have been as significant.

*Secondary Student Forum presentation by ACT students Linking Youth of Canberra with Asia.*

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**Teacher training**

The Australian Capital Territory is committed to maintaining quality teaching and learning of Chinese, Indonesian, Japanese and more recently Korean at the senior secondary level, and studies of Asia across the curriculum. Like other jurisdictions across Australia, the Australian Capital Territory recognises the need to maintain language and teaching skills of teachers as well as to provide students with engaging and purposeful learning activities. Through NALSAS funding, the Australian Capital Territory has established a range of programs that have made a significant contribution to the study of Asian languages and studies of Asia. Co-operative partnerships have been formed with the Japan Foundation to enhance articulation of Japanese programs in the middle years of schooling; with the High School Principals' Association to provide student scholarships for in-country language and culture experience; with the Modern Language Teachers' Association to provide teacher professional development on using computer-based technologies in the languages classroom; and with the Asia Education Foundation to provide teacher in-country fellowships for language and culture experience.

Teacher Participation in Professional Development Programs

| Language focus | | Studies of Asia focus | |
|---|---|---|---|
| 1994 | 1998 | 1994 | 1998 |
| 173 | 392 | 45 | 301 |

Two examples of NALSAS-funded initiatives are the LIFT (Language Inservice for Teachers) Program and Asia in Schools Month. Both initiatives have been ongoing since the introduction of NALSAS funding.

**Partnership with Australian National University**

The LIFT Program is made possible through a partnership between the ACT Department of Education and Community Services, the ACT Catholic Education Office, the ACT Association of Independent Schools and academics from the Departments of Asian Studies, Linguistics and Modern European Languages at the ANU. The program provides language teachers with the opportunity to participate in a range of methodology and language up-grading courses, and access to current scholarly debate and resources about the teaching and learning of Asian languages. The language up-grading classes are conducted by background speakers and provide communicative skills tuition in ways that relate directly to teachers' classroom needs. Course content is developed in response to the expressed needs of participating teachers and involves twenty contact hours per course. The methodology program involves local, national and international presenters and, together with the language up-grading classes, is well supported by Australian Capital Territory teachers of Asian languages. Part of the continued success of these programs has been the ability to cater for different levels of language proficiency and teaching experience.

Teacher Participation in ANU LIFT Program

| 1994 | 1998 |
|---|---|
| 56 | 64 |

**Celebrating Asia in Australian Capital Territory schools**

Each year Australian Capital Territory schools teaching studies of Asia come together to celebrate their achievements. In 1998 Asia in Schools Month was held during August. The launch of Asia in Schools Month involved a cultural concert presented to over 2800 primary school children by community organisations, diplomatic missions and ethnic language schools. Chinese, Filipino, Indian, Indonesian, Laotian, Mon and Thai cultural performances provided a mixture of dance and musical items. This was the first time such a large number of Australian Capital Territory students had come together for such a rich cultural experience.

To close Asia in Schools Month, a two-day secondary student forum was held. The forum focused on China, Korea, Malaysia and the Philippines and students were involved in workshop activities to develop ideas for linking Australian youth with their Asian country counterparts, as well as discussing humanitarian, business, cultural and regional issues. Students worked through a range of real-life scenarios that helped them understand the complex interaction that exists on a personal and professional level between Australia and the countries of Asia. Guest speakers included high ranking diplomatic officials, the ANU Faculty of Asian Studies, the Department of Foreign Affairs and Trade, the United Nations High Commissioner of Refugees, and members of the Asialink Circle and Dunlop Asia Fellowship program. The forum provided students with an opportunity to learn from the experiences of successful, international professionals what can be achieved through diverse language skills and an in-depth knowledge of Asian countries. The forum provided a rich vocational education experience for students and established pathways to the tertiary sector and work force.

Increase in Schools Incorporating Studies of Asia Programs

| 1994 | 1998 | Increase |
|---|---|---|
| 18 schools | 80 schools | 62 schools |

Increase in Number of Students in Asian Language Programs

| 1994 | 1998 | Increase |
|---|---|---|
| Chinese: 1180 | Chinese: 1366 | 186 students |
| Indonesian: 3508 | Indonesian: 5151 | 1643 students |
| Japanese: 6495 | Japanese: 8376 | 1881 students |
| Korean: 0 | Korean: 9 | 9 students |

# Part 4: Towards 2006

Over the first quadrennium of the NALSAS strategy, this report has highlighted strong evidence of the success and effectiveness of the partnership in achieving notable national change in education in a learning area that has significant strategic importance to the nation as a whole.

Despite the evident increases, at least in quantitative terms, resulting from activity during the first quadrennium of the NALSAS strategy, it must be remembered that this initiative, like all processes of educational change, has a long-term focus. This is clearly stated in the original report to COAG:

*Projections suggest that, if implementation were to begin with year 3 in 1996, a program would not be finally implemented until year 2006. Typically, over the 10 year implementation period of the program, individual jurisdictions could move from year 3 to year 12 with progressively increasing numbers of students being involved as qualified teachers became available.*[1]

- Significant local infrastructure has been put into place by all authorities, with nearly 2500 teachers now involved in training as teachers of Asian languages. As these, and other teachers trained over the remainder of the initiative finish their training and enter classroom service, the target of 3000[2] trained teachers of Asian languages required by year 2006 is well within reach.
- In addition to ensuring teacher supply, the issue of teacher proficiency has been an important focus of the partners. Hence, the area of teacher professional development for languages and studies of Asia has received substantial attention over the first quadrennium. (Ensuring that teacher professional development is sustained throughout the initiative, once the teachers finish their training, has important implications for future funding in this area.)
- Significant national infrastructure has been put into place collaboratively under Commonwealth leadership.
- Educational authorities have engaged in long-term planning in this area and are committed to the achievement of stated targets.
- There has been a significant cultural shift in the school education sector towards a recognition of Asian languages and studies of Asia as educationally and strategically important.

Given that all these trends evident at the end of the first four years continue, it is likely that:

- education authorities will reach student participation targets set for 2006, if the present rate of increase is sustained and retention rates are also increasing;
- there will be sufficient qualified teachers to fully implement the program by 2006; and
- there will, by 2006, be a significant population of Asia-literate Australians as a result of the NALSAS strategy and funding.

However, it is also evident there is much still to be done if the momentum of the strategy is to be sustained through to 2006. During its June 1998 meeting, the NALSAS Taskforce undertook a formal SWOT analysis both of its own activity and that of the NALSAS strategy as a whole.

The major findings from that analysis were as follows:

- Fundamental to the success of the initiative has been the catalyst provided by COAG and MCEETYA to give priority to the development of Asian languages and studies of Asia.
- The vision contained in the original COAG report and the funding commitment embedded in it have enabled jurisdictions and other systems to develop long-term plans and strategies, and it was on that basis that jurisdictions supported it.
- A basic foundation has now been laid for the study of the four priority languages from early primary school right through the education system. In addition, there has been

[1] COAG, p. 137.

[2] However, consideration will need to be given to the spread of these trained teachers nationally and across the education authorities, and in light of this, the target of 3000 teachers by the year 2006 may need to be reviewed.

growth in the number of teachers capable of teaching Asian languages and studies of Asia, and with greater proficiency than before. These achievements from the initial phase of the strategy provide a sound base on which to build towards the set targets.

- An important achievement nationally has also been in studies of Asia, which the NALSAS strategy has 'put on the map' in a very real way.
- The program needs a longer term commitment by the Commonwealth Government and State Governments to ensure its success. The weakness is that there is currently no guaranteed long-term funding commitment.

## Beyond 1998

In the progression towards stated targets for 1998 and beyond, all school systems have indicated commitment to:

- continue to increase the number of teachers appropriately qualified to teach an Asian language, in line with increasing demand;
- provide professional development opportunities for language teachers and the teaching of studies of Asia across the curriculum;
- increase the number of schools offering programs in Asian languages and studies of Asia;
- increase the number of students studying an Asian language;
- increase the number of scholarships available to students for in-country study; and
- develop and distribute curriculum resources for classroom use and distance-mode delivery, using a variety of communication technologies.

In addition to this, there is also a real need to look more closely at the achievement of *qualitative targets*, for qualitative data is perhaps even more important in measuring the effectiveness of any program. This data needs to be specifically stated in terms of:

- gains achieved in knowledge;
- skills and understanding of the target language; and
- the individual student's ability to use the language effectively and in culturally appropriate ways.

Although there is as yet no agreed means reached among the State and Territory Governments and the Commonwealth Government as to the most effective way of measuring and recording such data, a number of initial steps have been taken to establish agreement on the nature of qualitative targets. How to effectively measure these kinds of outcomes will be an important focus of future collaborative projects.

Also, some partners have begun steps to initiate the collection of qualitative data for their individual jurisdiction. For example, in Western Australia sample testing of Year 7 students of Indonesian was done in 1997 as a first step in providing benchmark data for use by schools in monitoring the success of their languages programs.

The Victorian Department of Education, together with the Board of Studies (BOS), has commissioned the Language Testing and Research Centre of Language Australia to examine the performance of students against *LOTE Curriculum & Standards Framework* (CSF) levels at years 6, 8 and 10. This information will be invaluable in benchmarking and monitoring student success in language learning.

## The Next Quadrennium

The partners agree that the great success of the first quadrennium of NALSAS has been the establishment of significant infrastructure, nationally and locally, as a basis for program implementation. That infrastructure will be used and built upon by the partners over the remaining period of development and into full implementation to ensure sufficient teachers of Asian languages and studies of Asia are trained and available for student participation and proficiency targets to be attained.

As the initiative now moves into its second quadrennium, there is an opportunity to review management and co-ordination mechanisms and fine tune priorities, nationally and locally, to achieve desired student participation and learning outcomes in Asian languages and studies of Asia.

Work on collaborative projects will also advance into the next quadrennium. The workgroups instituted by the Taskforce will further the established projects and co-ordinate

new projects identified by the Taskforce, in keeping with the implementation plan approved by MCEETYA.

Partners are clearly committed to sustaining activity that reflects the major thrusts of the original report to COAG. It is also evident that planned activity in the remaining years to 2006 indicates a shared understanding of what is required to achieve nationally agreed goals in terms of student participation and student learning. This commitment to a continuing co-operative partnership between the Commonwealth and jurisdictions is an assurance that change will be achieved and that it will be sustainable.

All partners have invested substantial resources in the first phase of this initiative to develop infrastructure that provides both a foundation and a framework for future program expansion. Part of that infrastructure is the model of program co-ordination represented by the Taskforce concept. The co-operative relationship that has developed between the partners, and the mechanisms established to articulate that co-operation, are fundamental to the success of the change process.

The challenges that remain for the partners in this significant initiative reside mainly in the ability to sustain the considerable achievements and momentum accomplished to date. Now that the infrastructure has been essentially attained, it remains to people that infrastructure with trained and proficient teachers who have access to state-of-the-art resources and technologies across increased numbers of schools catering for increased numbers of students studying Asia and its languages.

It also remains to ensure that *qualitative targets*, in terms of student proficiency in Asian languages and studies of Asia, are being achieved concurrently with the stated *quantitative targets*.

Given the evidence of the available data, it can be said that partners in this initiative have reached an important milestone towards achieving the long-term goal of enhancing and sustaining the Asia literacy of Australians in the new millenium.

However, to ensure the key outcomes of this strategy are achieved, it will require a firm commitment by Commonwealth, State and Territory education authorities to the ongoing provision of funds throughout the remainder of the initiative. Without this commitment there can be no guarantee of maintaining a continuous quality program in Asian languages and studies of Asia or of realising the full potential of this most important initiative to Australia's future.

# Appendices

## Appendix 1: NALSAS Taskforce

### Present Members

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|---|---|
| Prof. Colin Mackerras | Chair, NALSAS Taskforce |
| Mr Denis Ralph | Deputy-Chair, NALSAS Taskforce |

**Representatives**

| | |
|---|---|
| Ms Anna Bartoli, | MCEETYA Secretariat |
| Prof. Hugh Clarke | Australian Vice-Chancellors' Committee |
| Ms Elizabeth Eppel | NZ Ministry of Education |
| Ms Dina Guest | Victorian Department of Education |
| Mr Allan Hird | ACT Department of Education & Community Services |
| Ms Mary Johnston | Commonwealth Department of Education, Training and Youth Affairs |
| Mr Allan Langdon | Education Queensland |
| Ms Pam Moss | Education Department of WA |
| Ms Elina Raso | National Catholic Education Commission |
| Mr Larry Scott | Department of Education, Tasmania |
| Mr Fergus Thomson | National Council of Independent Schools Association |
| Ms Anne Wait | NT Department of Education |
| Ms Karen White | NSW Department of Education and Training |

**Observers**

| | |
|---|---|
| Ms Anne Eckstein | Victorian Department of Education |
| Mr Kostas Fotiadis | SA Department of Education Training & Employment |
| Mr Barrie Muir | Department of Education Tasmania |
| Mr Bob Nield | ACT Department of Education & Community Services |
| Mr Brian Pearson | Commonwealth Department of Education, Training and Youth Affairs |
| Mr David Robertson | National Council of Independent Schools Association |
| Mr Lindsay Wasson | NSW Department of Education and Training |

**Co-ordinator – NALSAS Secretariat**

Ms Ros Story

# Appendix 2: NALSAS Workgroup Chairs

| Workgroup | Chair |
|---|---|
| Asian Languages: Curriculum and Materials Workgroup | Ms Karen White |
| Asian Languages: Proficiency Workgroup | Ms Pam Moss |
| Asian Languages: Teacher Training Workgroup | Ms Dina Guest |
| Pathways to Higher Levels of Proficiency Workgroup | Mr Kostas Fotiadis |
| Publicity Workgroup | Mr Allan Hird |
| Studies of Asia Workgroup | Ms Mary Johnston |
| Teacher Exchange Workgroup | Ms Karen White |
| Young Australians in Asia (YAA) Workgroup | Mr Allan Langdon |

# Appendix 3: Collaborative Projects Development

| RECOMMENDATION | WORKGROUP |
| --- | --- |
| **5C** COAG requests Education Ministers to develop agreed proficiency scales, testing and reporting mechanisms for the four priority Asian languages to be included in the proposed national Asian languages/cultures program. | Asian Languages: Proficiency |
| **5D** Asian cultures courses within the Study of Society and Environment learning areas be provided to all students and that expected proficiency outcomes be determined commensurable with length and intensity of study. | Studies of Asia |
| **5H2** A national Asian languages and cultures strategy be supplemented by immersion courses in both primary and secondary schools. There should be provision for all students exiting immersion programs to continue their language study at an advanced level. | Pathways to Higher Levels of Language Proficiency |
| **5I** A strategy for the adequate training or supply of studies of Asia teachers be developed. | Studies of Asia |

| COLLABORATIVE PROJECT PROFILE | STAGE OF COMPLETION |
|---|---|
| • Report on Development of Generic Student Proficiency Outcomes and Language-specific Descriptors for Japanese completed and disseminated to all educational jurisdictions and peak bodies. The proficiency outcomes proposed in the NALSAS Strategy aim to describe student proficiency at points of exit from language learning at school level. | ➡ Completed. |
| • Tenders and project briefs have been developed and have been let for the development of exit proficiency descriptors for Chinese, Indonesian and Korean following the generic model already available. | ➡ Progressing. |
| • A project to investigate the uptake of Korean and Chinese languages at a national level.<br>A "train the trainer" component will also be developed to ensure the best possible use is made of this research. | ➡ Research now completed and currently being published for dissemination to jurisdictions.<br>This component to commence in early 1999. |
| • A project to identify critical factors for effective teaching and learning of ideographic writing systems. | ➡ Project to commence in 1999. |
| • The development of pointers for the outcomes described in the national curriculum documents for the Studies of Society and the Environment, the Arts and English. The Studies of Asia Curriculum Planning Support document will also define levels of Asia literacy and develop work samples for the levels described in the respective national curriculum documents. | ➡ Delivery of completed materials and final report due in early 1999. |
| • A project investigating the Pathways available to students to achieve higher levels of language proficiency and the pre-conditions for the implementation of such programs. The investigation has considered the issues and implementation implications, including resources, associated with establishing programs in Australian schools that lead to high levels of student language proficiency, as well as Pathways that go beyond the school sector, specifically to tertiary and vocational education sectors.<br>• Further work on this issue will be informed by the results of the research stage currently being undertaken. | ➡ Final report to be disseminated to jurisdictions early in 1999. |
| • An audit to identify the availability of courses for existing teachers in the area of studies of Asia as it relates to the key learning areas of English, the Arts and Studies of Societies and Environment. | ➡ Completed 1995. |
| • The development of Teacher Professional Development Modules at a Graduate Certificate level in studies of Asia. The course will also be available through distance mode. Included are two modules each on Teaching Asia, the Arts, English, and Studies of Society and the Environment learning areas. | ➡ Modules development completed. Trialing of modules continuing. Development of modules into a distance program to occur after trialing stage is completed. Will be available for delivery early in 2000. |

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| **5I** (continued)<br>A long-term Asian languages teacher supply strategy in order to supply an adequate number of new teachers to the system with the appropriate proficiency levels. | ➡ | Asian Languages: Teacher Training ➡ |
| **5I** (continued)<br>A minimum agreed national standard for Asian languages teachers which would see all future teachers of Asian languages attaining minimum levels of proficiency. | ➡ | Asian Languages: Proficiency ➡ |
| **5J**<br>With due reference to current second language curriculum developments in all jurisdictions:<br>• provide high quality teaching materials for the (four priority) languages, taking into account the particular requirements of distance education given Australia's geographical diversity; | ➡ | Asian Languages: Curriculum Materials ➡ |

- Three teacher professional development modules, "train the trainer" programs and web pages to support and develop classroom uptake of the NALSAS Taskforce studies of Asia publications:
  - Snapshots of Asia
  - Impressions, Reflections, Dimensions: texts from Asia for the secondary English classroom
  - Voices and Values: Citizenship in Asia.

  ➡ To be developed in 1999.
- The development of Supporting the Studies of Asia in Schools through the Electronic Communication Project with the aim of assisting in developing the skills of teachers to access quality materials using electronic technologies to facilitate the inclusion of the studies of Asia in classroom teaching practice.

  ➡ To be developed in 1999.

- An audit of courses available at Australian universities in the four priority Asian languages (Indonesian, Chinese, Korean and Japanese) and LOTE Methodology.

  ➡ Completed 1995.

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Distance mode courses in:

- Japanese: Access Modules, Graduate Certificate, Graduate Diploma.

  ➡ All Japanese courses now available.
- Indonesian: Access Modules, Graduate Certificate, Graduate Diploma.

  ➡ Indonesian Graduate Certificate and Diploma available. Access Indonesian available from year 2000.
- A graduate certificate course for Korean focusing on language development and appropriate teaching methodology delivered through CD-ROM with support from print materials.

  ➡ Korean course available from year 2000.
- An internet-based, distance mode course in Modern Standard Chinese.

  ➡ Chinese course available from mid-1999.

- A tender brief has been let to undertake an environmental scan as the first research stage of a project which will investigate the issue of a national proficiency standard for teachers of Asian languages. This project has been let and is due for completion in early 1999.

  ➡ Progressing and stage 1 due for completion early 1999.

  Further work on stage 2 will be informed by the results of the research project.

  ➡ To commence in 1999.

- Investigation of existing CD-ROM material for the teaching and learning of Indonesian, Japanese, Korean and Chinese in Australian Schools.

  ➡ Completed 1996.
- A survey of teachers of Asian languages to enable the Taskforce to consider the development of appropriate materials and medium for enhancing the learning of Asian languages.

  ➡ Completed 1997.

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- The development of interactive CD-ROMs to support the teaching and learning of Chinese and Indonesian in primary schools.

  ➡ These materials are completed and available now.
- The development of a course to deliver Chinese (Mandarin) by distance education for Year 3 to 10, to be accessible from any State or Territory in Australia.

  ➡ Project to commence from 1999.

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| **5J** (continued)<br>• complete, as necessary, mutually agreed curriculum statements, frameworks and teaching materials for a common Asian cultures program within the Study of Society and the Environment learning areas, drawing substantially on the existing work of the AEF. | ➡ | Studies of Asia ➡ |

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|---|---|
| • A Studies of Asia curriculum audit to map currently available materials and activities for school-based Asian studies programs in the key three learning areas of the Arts, English and Studies of Society and the Environment and to determine gaps in existing curriculum support materials. | ➡ Project completed 1995. |
| • An Asian Studies Symposium to operate in tandem with the curriculum audit and its findings to clarify desired outcomes for Asian studies and the means to achieve them. | ➡ Convened in June 1995. |
| • NALSAS Studies of Asia Curriculum Materials for Australian Schools project has developed curriculum materials to support the teaching and learning of the studies of Asia: specifically, a number of text products catering for students in both primary and secondary schools. This project is the major curriculum project in the area of studies of Asia undertaken by NALSAS and the following materials have been developed:<br>– Snapshots of Asia – Big Book Kit and teacher guide (primary)<br>– Impressions, Reflections, Dimensions: texts from Asia for the secondary English classroom<br>– Voices and Values: Citizenship in Asia (lower secondary) | ➡ Now available |
| • The development of a series of performing arts videos and support materials to assist studies of Asia teachers in primary and secondary schools to introduce and discuss a range of performing arts from several Asian cultures in traditional and contemporary contexts. | ➡ Project to commence in 1999. |
| • A project 'Asia through Asian Eyes', which is intended to provide high school students with access to relevant and topical materials from Asia by producing a series of packages, each of which presents authentic text(s) from an Asian country. | ➡ Project to commence in 1999. |

## Appendix 4: Total NALSAS Funding from 1994–95 to 1997–98

| NSW | VIC. | Qld | WA | SA | TAS. | ACT | NT | Total |
|---|---|---|---|---|---|---|---|---|
| $22,968,041 | $16,804,463 | $12,467,004 | $6,887,226 | $5,395,479 | $1,864,855 | $1,331,816 | $745,601 | $68,464,485 |
| | | | | | | Collaborative Projects | | $3,474,250 |
| | | | | | | Taskforce Secretariat | | $400,000 |
| | | | | | | Young Australians in Asia | | $1,400,000 |
| | | | | | | **Total NALSAS funding 1994–95 to 1997–98** | | **$73,738,735** |